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UNIVERSITY OF ALBERTA

BROADENING THE VISION OF SCHOOL LEADERSHIP: A TAPESTRY OF WOMEN LEADER VOICES

by

SHARON McINTYRE

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Broadening the Vision of School Leadership: A Tapestry of Women Leader Voices" submitted by Sharon McIntyre in partial fulfilment of the requirements for the degree of Master of Education.

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Linda LaRocque, Supervisor

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Beth Young, Committee Member

Paula Brook

Paula Brook, Committee Member

Date: April 18, 1991

I dedicate this tapestry,
with love,
to my grandmothers,

Margaret Augusta Hetherington McIntyre, RN
(1888-1988) - nurse and superintendent

and

Willa Edith Hunter Raworth, BA
(1894-1981) - school teacher and principal

ABSTRACT

Attention to leadership in schools has generally focused on the formal position of leadership associated with school administration. Women's historic disproportionate under-representation in this area of educational work has altered slightly despite recent emphasis on identifying discriminatory practice and the means of altering barriers that inhibit women's opportunities to apply for and receive administrative positions. Blackmore (1989), however, offers a feminist reconstructed view of leadership that makes women "visible" as educational leaders (p. 94). Replacing current patriarchal constructs with "communitarian" and "collective" activities empowers others to lead outside formal roles.

In this study, I address the subject of broadening the vision of school leadership. Issues, categories and themes emerging from career stories of selected women leaders in Canadian elementary public schools provide useful insights into the worlds of female educators that have both practical and theoretical significance. The voices of five women weave a tapestry of experiences that depicts leadership activity in different contexts by different people.

In the findings (Chapter IV), I "sketch" individual participant selected career rememberings and

identify specific "issues" that reveal the women's needs for visibility, preparation, comfort, encouragement and assistance. I also discuss the "categories" of motivation, recognition, environment, steps and leading that are coloured by desire for personal/professional growth and opportunity to advance self and others.

In Chapter V, "Reflections," I present five "themes" that blend the voices of participants, literature and research, and illustrate need for professional/public affirmation, self-promotion, sharing power, professional growth and efficacy. The varied leadership experiences of these women and their natural strengths as caregiver provide some answers to "why there are so few women leaders in schools" (Shakeshaft, 1987, p. 6). Listening to the tapestry of women leader voices, therefore, brings new meaning to the organization of schools such that teaching, leading and administering may be relationally viewed as equally valued activities in education.

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CHAPTER I

INTRODUCTION

Women in education -- their participation, perceptions and their place as students, teachers and leaders -- is rich ground for research and study. While gender differences in education have been acknowledged for several decades, attention in the area of educational leadership has traditionally focused on administration from a male perspective (Shakeshaft, 1989). The inclusion of the female experience, as well as leadership outside formal administrative roles, have only recently been considered.

Despite a relatively short history, research on women and gender in educational administration has progressed through three phases: identification of women in administration, feminist perspectives and transformation of theory. Shakeshaft (1989) categorizes such research activity in six "stages" (p. 327). During Phase I (Stages 1-3) demographics, history and attitudes were examined in an attempt to explain and understand women's under-representative presence in administration. This activity has led naturally to the second and third phases that study women on their own terms (Stage 4) while challenging (Stage 5) and reconceptualizing (Stage 6) existing theories of human behaviour in organizations.

In this study, I recognized the value of Phase I research in foundational knowledge of women in education and school administration. It was my intention, however, that the study would substantively contribute to the expansion of existing understandings by widening the research lens and listening to and interpreting the "voices" of five women leaders in education.

The Meaning of "Voice"

"Voice" is a term frequently used to convey and construct meanings of experiences. Feminist scholars have referred to the "development" of women's voices (Belenky, Clinchy, Goldberger & Tarule, 1986), "different" voices of men and women (Gilligan, 1982), "academic and practical" voices of researchers and teachers (Gaskell, McLaren & Novogrodsky, 1989) and "equal" voices of participant and researcher (Casey & Apple, 1989).

Such elements of "voice" are reflected in this study which "places the personal understandings" of the five women leaders' experiences in education "at the centre of the research agenda" (Casey & Apple, 1989, p. 181). While the "voice" of women in education has typically been ignored, rendering them invisible (Blackmore, 1989), I attempted in this study to move women forward from the background of silence to the foreground of educational thought by recognizing women leaders' experiences and interpretations. By presenting many "voices," I also gave "voice" to a female perspective of educational leadership.

The Meaning of Tapestry

"Tapestry" is both fabric and technique -- it is a picture of patterns created by interlacing lengthwise (warp) and widthwise (weft) threads of colour, texture and form in a plain weave design in which the weft threads visually predominate (Redman, 1975, p. 44). The term's dual meanings provide an image of intricately woven harmony that illustrates the cohesive, interactive nature of the study.

While school leadership from a female perspective is the focus (weft) of the study, the "warp" of researcher experiences are also important reinforcing threads that weave throughout my presentation. "Tapestry," therefore, represents the "fabric" of presentation and the "technique" of development, as well as the pictures of leadership offered by the participants of the study.

Statement of the Problem

"Why are there so few women leaders in schools?" (Shakeshaft, 1989, p. 327). This question from Shakeshaft's third stage of research on women in educational administration provided the context for my research. Since the concept of educational leadership is frequently bound by attitudes perpetuating a perception that the activities of administering and leading are synonymous while those of teaching and leading are separate (Barth, 1988; Biklen, 1986), opportunities for leadership are thought to be found largely in administration: "If you are a teacher [and most women in public school education are], to become a leader is to leave teaching" (Barth, p. 133).

Research on women and leadership in education has therefore been confined to the view that women leaders in education are only found in administration, and there only in small numbers. Since leadership may have ascriptive or prescriptive origins (see p. 7, 14-15), I purposively broadened this picture by removing the restrictive element of administration and simply asked: How do women leaders understand educational leadership?

A number of questions guided the development of the study and the analysis of the data; they are presented as follows:

1. What critical incidents do women leaders in education describe in their talks about administration, teaching and leading?
2. What circumstances surround these situations?
3. Who are the players in critical incidents?

4. What impact do these critical incidents have on the leaders' educational lives?
5. What kinds of issues are raised about educational leadership by these critical incidents?
6. What implications arise for administrators and teachers, men and women in education?

Significance of the Problem

This study has both practical and theoretical significance. Since I describe and interpret the perspectives of five female educational leaders in Canada, it may be of interest to educational practitioners and researchers by providing:

1. Useful information to the participants, enabling them to reflect upon their own perspectives and the manner in which they live their personal and professional lives;
2. Insights into the worlds of female educators, which may prove useful to others in similar circumstances in describing their worlds;
3. Explanations and understandings of the worlds of female educators in Canada, which may have potential for utilization in future policy planning and implementation; and,
4. Identification of issues and insights, which may serve as a basis for continued research.

Background to the Problem

This study evolved over time. My own history, including a personal life-long involvement in education, has influenced its development and growth. My selection of women's perceptions of leadership in education as a focus for examination was a natural outcome of my recent re-entry into academe as a full-time graduate student of educational administration and the subsequent reflections with regard to my participation in education as student, teacher and leader.

My entry into the field of educational research and women's issues was also influenced by a number of "visibility" factors. "Models of leadership," profiled by women in the arts, business, media, politics, science and sport; "public notices," observing women's collective accomplishments and contributions in their struggle for equality, identity and recognition; and, the "visibility movements" of governments, establishing national and provincial directorates, networks and task forces and implementing affirmative action plans in the past fifteen years have served as "public indicators" of growing awareness and support of women as "persons."

In education, acknowledgement and recognition of women's under-representation in administration have translated into conferences, forums and workshops designed to encourage, nurture and support "active" and "prospective" female administrators (Heggerud, 1979).

Some school boards have attempted to remedy the existing imbalance of "leadership positions" by increasing the number of women appointed to administrative positions (Alberta Teachers' Association [ATA], 1990). As well, there are presently two women ministers of education (New Brunswick and Saskatchewan) and numerous female school district superintendents, principals, teacher organization directors (New Brunswick Teachers' Association [NBTA], 1990), in addition to college/university chancellors, department chairs, presidents and vice-presidents (French, 1989).

Despite such visible profiles, the actual number of women in administrative positions has increased only slightly. In 1987/88, nearly 20 percent of all principals and almost 25 percent of all vice-principals in English-speaking Canada were women, the majority of whom were employed in elementary schools (Statistics Canada, 1989). However, approximately 60 percent of all full-time teachers are women, yet only three percent of women teachers hold positions as principals and assistants, compared with ten percent of men teachers (Young, 1990, p. 85).

The nature of men's and women's participation in public school education has also varied. According to Young (1990):

> Women occupy very few of the appointed positions that have been the principal organizational means of rewarding merit and cooperation; providing alternative challenges to those of

> classroom instruction; and offering formalized, substantive opportunities to make decisions and influence policy beyond the parameters of the individual classroom. (p. 86)

If the above statistics and accompanying description of men's and women's participation in education define the educational leadership experience, it may be assumed that the majority of educational leaders are male and that positions of leadership are reserved for individuals in administration. Leadership in schools, however, is not confined to the practice of individuals in administrative role contexts, as observation of any school classroom, committee, playground, staff room, or team can attest. Given the facts -- that more than half of the teaching population in Canadian schools is female and that only three percent of that number are in "positions of leadership," i.e. administration -- there is a strong possibility that women in education form an "invisible majority" of educational leaders.

It was the purpose of this study to gain a sense of how some women in education perceive leadership. Our conversations focused on how women educators viewed themselves as leaders in education, on their career histories and on the interpretations by which they made sense of their personal and professional lives. The insights I gained from listening to their voices and interpreting their visions of educational leadership may provide others with different ways of seeing leadership and the organization of schools. Having a broader and deeper understanding of school leadership may then give direction for planned change that will advance how the picture of education is framed and valued by society.

Assumptions

For the interpretive researcher, it is necessary, through constant review and revision, to be cognizant of the assumptions that provide the initial framework and continue to shape the development of the study (Bogdan & Biklen, 1982, p. 88). My interpretations of related literature and reflection on personal experience and observation provided the foundation for the study's assumptions. Since it was my overall perception that women form an invisible majority of educational leaders, the following supporting assumptions were made:

1. Women's view of leadership may be different from that of men.
2. Women's under-representation in the traditional leadership hierarchy in education has been influenced by the socialization of both genders.
3. Women leaders in education, as an "invisible majority," may, in reality, have more impact upon educational change than is currently perceived and recognized.
4. Access to "positions of leadership" may be further complicated by present policies and practices

addressing gender under-representation. Women may perceive that they must "do more" than men in order to prepare for formal leadership roles, thereby inhibiting the development of a "career" in the traditionally accepted sense.

5. The present gender difference in formal leadership positions in education is perpetuated by an absence of "visible" female role models for present and future teachers.
6. With the advocacy of collaborative democratic decision making and shared participative leadership, women educators may have a competitive edge when planning, implementing and developing policy. Having a more "active" voice may then provide women with confidence and incentive to aspire to and plan a career that extends beyond the classroom.
7. Women's role in education continues to evolve. As women and society continue to redefine their place, the organization of education in its present state may be reconstructed.

Delimitations

This study was delimited to the perceptions about educational leadership by women leaders in Canadian public schools. It was further delimited to five participants so that semi-structured interviewing was a manageable data-collecting strategy.

Limitations

The ability and willingness of participants to recall, reflect and share experiences, feelings, ideas and opinions were some of the study's limitations. My experience, knowledge and skills as researcher in conducting qualitative research also limited the study.

Summary

Chapter I has served as my introduction to the study on women leader perceptions of educational leadership. I described the background to the problem and showed how women leaders' understanding of educational leadership has both practical and theoretical significance. I also recognized that the study has evolved over time and has been shaped by my perceptions of personal and professional realities. Critical incident questions guided the study's development and subsequent data analysis. Assumptions related to my perception that women form an "invisible majority" of educational leaders were presented, as were the study's delimitations and limitations.

In Chapter II, I present a review of the literature as it relates to educational leadership and women in education, while Chapter III is my description of the methodology which I used in conducting the study. I report the findings in Chapter IV in participants' and researcher's voices. My reflections on doing the study, including themes and issues emerging from the findings as they relate to the literature, are provided in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

Women's current disproportionate representation in formal leadership positions in education and the study's guiding questions (Chapter I) suggested to me that a review of the literature on educational leadership should include both the concepts of leadership and their relationship with women's worlds in education. In this chapter, I therefore present differing visions of leadership within traditional and reformed conceptualizations while including a demographic and historical picture of women's "participation" and "place" in education as school administrators and teachers. I also examine the notion of teaching as "career" and its influence on women's participation as educational leaders. I conclude the chapter with a presentation of the study's conceptual framework.

Visions of Educational Leadership

Despite a varied history of study and theorizing, leadership as a concept has remained a complex phenomenon that eludes precise description. In fact, Thorpe (1989) concludes that leadership is more easily discussed than it is defined (p. 277). This century's shifting focus on leader behaviours, functions, styles and traits, however, has held little influence in altering the business/ managerial orientation of school administration (Schonberger, 1984, p. 18). Emphasis on leadership's human and technical forces has typically excluded its cultural, educational and symbolic dimensions (Sergiovanni, 1987, p. 338), such that the practice of leading has tended to be viewed as an isolated activity bound by the hierarchical organization of education. Thus, the enactment of authoritative leadership by a few key individuals who control the participation of student/teacher masses has effectively encouraged and maintained a superior master/compliant servant relationship which has contributed to the divisive and separate nature of school administration and teaching.

Consequently, the theoretical roots informing our educational practice as administrators and teachers have not been questioned. As Goodlad (1978) observes, educational leadership has, for the most part, been "simply adding the trappings of each new era to the baggage of the old" (p. 323); he suggests that there is a need for school administrators to reclaim their educational links with leadership. While Sergiovanni (1987) makes similar comments about the practice of educational leadership, he also postulates that the educational setting for leadership is changing. Sergiovanni contends that an educational culture reflecting "new values, visions, beliefs and commitments for school leadership" is emerging (p. 337). This is a critical view shared by other scholars (Barth, 1988; Blackmore, 1989; Foster, 1986; Lieberman, 1988; Smyth, 1989).

The usefulness of past understandings have been brought into question by the notions of educational leadership's multiple origins. Although it is recognized that leadership may be either ascribed or prescribed (Eye, 1975) and that "position may be the weakest of all bases" from which to lead (Riffel, 1988, p. 24), educational leaders have typically been perceived as individuals occupying formal positions of authority. Superintendents, therefore, have been accepted as the "top educational leaders" in schools (Goodlad, 1978, p. 326), and "strong subordinates" have been requisite for leader development and success (Riffel, p. 24). The very nature of education's hierarchical ordering limits the number of teachers and, thus, potential leaders from advancing through and arriving at the apex of leadership in the organization. Foster (1986), however, claims that leadership may "spring from anywhere" (p. 187). Furthermore, the propensity for any job in education to involve leadership qualities permits every individual opportunity to simultaneously "emerge" as leader and follower at any organizational level (Della-Dora, 1977; Smyth, 1980). Thus, while there may be fewer "positions" to which one may aspire, apply and achieve, the leadership experience is not confined to vertical movement through and up the existing pyramidal levels of leadership in education.

Acknowledging that leadership is not limited to one source contradicts traditionally accepted understandings of career advancement and choice in education. Observations that leadership may occur in any educational setting also challenge the manner in which such activity has come to be recognized and rewarded. Such views have brought leadership and the contexts in which it occurs under critical review. By examining the settings in which leading takes place, the participation of administrators and teachers in the educational process is reassessed and rediscovered.

Viewing leadership's dimensions from different perspectives affords administrators and teachers the opportunity to rediscover their educational leadership role by reclaiming the links between teaching and leading presently hidden within the levels of hierarchical relationships. Administrators, therefore, are encouraged to share the power of position, while teachers are encouraged to share the power of expertise. By accepting a shared responsibility for educational goals through collaborative, informed decision making, it is anticipated that both administrators and teachers will be empowered and schools will be transformed into "communities of leaders" (Barth, 1990).

As well, when the leadership team is expanded to include teachers who are empowered to accomplish organizational goals, different roles and relationships for school administrators and teachers will be created (Lieberman, 1988, p. vii). The inclusion of teachers in the decision-making process signals that their everyday leadership in classrooms is recognized as transferable to other areas of school life (Barth, 1988, p. 131). Traditional notions of leader exclusivity and the separateness of teaching and administration, therefore are refuted, and the assumption that one must leave the classroom and teaching to lead becomes untenable (Barth, 1990).

Smyth (1989) also presents ideas that depart from traditionally held notions of educational leadership. His alternate meanings disassociate themselves from what he describes as the "functional and hierarchal division of labour" (p. 187) that currently exists in schools. He shifts control to the "people in school settings," and questions how the work of teachers is presently viewed by individuals both in and outside of the organization (p. 187). Smyth argues that teachers need to end their "continued silence" by reclaiming and making visible the leadership role that is rightfully theirs (p. 180).

Reclaiming one's heritage requires digging through and peeling back the layers of historical and social meanings that hide the identity. According to Smyth (1989), the full participation of teachers in the leadership process is presently inhibited by "the technicist forms of teaching" that dominate practice (p. 199). Smyth expects that "unmasking" and "unveiling" (p. 183) the assumptions that currently inform teaching will assist teachers in seeing themselves as independent "originators of knowledge" (p. 187) so that they will be reunited with their "rightful leadership role" (p. 180).

Foster (1986) is also critical of the underpinnings that dictate educational practice. His model assesses the "moral" and "reflective" dimensions of leadership. Since he views leadership as a process that operates within contexts, he sees its commonly accepted constructs as being neither "useful" nor "helpful" (p. 169). From his perspective, leadership in its present form needs to be "dismantled" and "rebuilt" so that individuals can be empowered to lead and institutions can be transformed into democratic environments that foster success (p. 169).

Redefining the context in which leadership occurs and advancing the "reconstruction" of leadership is also supported by Blackmore (1989). While the levelling process she advocates may resemble Schonberger's (1984) appeal to "harness" teacher creative forces by "shifting to democratic leadership" (p. 18), Blackmore moves one step closer to the heart of leadership by critiquing the manner in which education's structure has come to be organized. Her critical examination of bureaucratic notions of exclusivity and superiority transform the organization of education into an egalitarian democratic model of shared knowledge and power.

Women as Educational Leaders

Envisaging alternate models of leadership has strong implications for women educators who currently occupy the majority of teaching positions in Canadian schools (Young, 1990). Numerous writers have commented upon an "ethics" of "care" and "responsibility (Noddings, 1988) that tends to characterize women's leadership in education. The sensitivity that women bring to their leadership roles is firmly rooted in personal/professional societal expectations of women as caregivers and nurturers of others (Porat, 1989). Often their dual commitment to paid and unpaid work as domestic and educational helpers directs women to be flexible and patient while attending to the "competing urgencies" (Young, 1989) of their private and public lives; as a result, they "see other ways of leading than through the exertion of power" (Porat, p. 13).

Evidence of an "other-directed" (Porat, 1989) nature is reflected in collaborative cooperative approaches to conflict resolution and the manner in which women as educational leaders encourage participative decision making within the organization (Valentine, 1988). Their "humanistic" (Erickson, 1985, p. 290) leadership is one of accommodation and compromise that facilitates and values the contributions of others. Rather than compete for power, female administrators empower themselves and others "through a sense of connectedness and relatedness" (Curcio, Morsink & Bridges, 1989, p. 153). Since they are "process" oriented and are concerned with discovering the "best way" (Porat, p. 13) to accomplish shared goals, establishing, developing and preserving supportive working relationships are important features of women's leadership in education. Through interactions with others, women leaders attempt to understand the contexts in which problems arise and are resolved.

Female administrators also exhibit a strong affinity with the instructional process (Moylan, 1988; Porat, 1989) and demonstrate a deep concern for improving the educational environment. Their leadership emphasizes building harmonious communities in which curriculum development and faculty/student relationships are encouraged (Thorpe, 1989; Valentine, 1988). While female administrators value their teaching experience, administrative roles are viewed as opportunity to better serve the needs of students (Edson, 1987). Since women tend to teach more years than men before becoming administrators (Swiderski, 1988), their administrative practice provides "knowledgeable" (Erickson, 1985, p. 290) leadership in the areas of curriculum and professional development.

Women's Place in Education

Despite women's propensity to lead with a democratic spirit, their numbers in teaching are not proportionately mirrored in the administration of education. Women's historical under-representation in school administration is well documented (Asper, 1974; ATA, 1990; Canadian Teachers' Federation [CTF], 1978; Eastman, 1989; NBTA, 1981, 1990; New Brunswick Women's Directorate, 1987; Pounder, 1989). Writing in 1980, Nixon observed:

> [While] one may expect to find more than half of the positions of administrative responsibility in Canadian schools, school jurisdictions, departments of education, and teachers' associations held by women, public education remains male-dominated, and female influence remains confined to the classroom context. (p. 19)

The picture has altered slightly in ten years, yet Young (1990) makes similar observations regarding the gendered division of labour in Canadian schools. Although women in the publicly-funded basic education sector hold more administrative positions than do women in most other areas, men hold a wider variety of positions related to teaching with opportunities to influence structures and practices through formal policy. Women seeking widespread participation in formal educational leadership roles are "not there yet" (p. 1).

Education's present demographic profile, however, is not reflective of its past. As Shakeshaft (1987) comments, teachers in schools "have not always been women" (p. 4). Rather, women's accepted participation as students and teachers parallels Western society's varied assumptions and expectations of the "ideal woman" (Curcio, Morsink & Bridges, 1989, p. 152) that have cast her in roles of the "virtuous woman, educated mother, wife-companion" and, most recently, as "person" (Rothman, 1978, pp. 4-6).

While notions of women's proper place have consistently involved domestic obligation (Rothman, 1978), women's emergence as students and teachers occurred when their presumed natural abilities as home teachers and trainers of young children were deemed deficient in meeting the goals of progressive societies (Curcio, Morsink & Bridges, 1989). Having the advancement of society contingent on the training available/received in educational institutions allowed women to step out of the home and into schools to better prepare for marriage and motherhood (Mah, 1985; Rothman, 1978). Thus, women teaching in schools became an acceptable, yet temporary, occupation that provided an extended opportunity to develop their "qualities of moral virtue, patience, and kindness" (Mah, p. 21) while practising the requisite skills of a dutiful wife and mother.

As well, transferring to the profession the idea that a mistress must serve her master has created contradicting images for the female teacher while reproducing social divisions that continue to promote the separate spheres of men's and women's work in education (Gaskell, McLaren & Novogrodsky, 1989; Oram, 1989). While the classroom is perceived as a "woman's world" (Reynolds, 1989, p. 29), school administration is a man's domain. Thus, women's work as frequent "deliverers" rather than "administrators" of public school education (Young, 1990, p. 2) is viewed differently from that of men. Furthermore, the tendency to equate "different" with "inferior" (Porat, 1989, p. 11) has led to assumptions that women are neither committed nor motivated to sustain a career. As a result, women's work patterns in education have not fit the generally accepted understanding of a career (Biklen, 1986).

Concept of Career

While a variety of definitions exist for conceptualizing "career" (LaMarre, 1989, p. 1), traditionally, the notion of a career in education has effectively excluded most women from advancement to and participation in formal leadership positions. Having a career in education has typically assumed "an uninterrupted scheduled commitment" (Biklen, 1986, p. 504) to work that does not readily include the realities of women's lives. Since the discontinuous nature of women's work patterns brought about by domestic and parental responsibilities is not accommodated in such a definition, teaching, for most women, has held little prospect of promotion (Rury, 1986). For women, teaching has served more as a bridge between expected roles of dutiful daughter and wife and mother than as a beginning of a career.

McLaughlin and Yee (1988) offer two ways of viewing the concept of career. Their "institutional" or "structural" view is associated with external terms of vertical mobility in which "advancement" is progression through hierarchical functions; "success" is attainment of a system's top position; and "reward" is differentiated monetary recognition (p. 23). In contrast to what Biklen (1986) describes as a "19th century male-derived concept" (p. 504) is McLaughlin and Yee's "individual" or "subjective" model that sees careers as being individually constructed and experienced. "Advancement" is framed in terms of ongoing professional growth; "success" means effectiveness in teaching; and "reward" is the intrinsic sense of having a positive impact upon and making a difference in individual lives (p. 26). Thus equating lack of career commitment with discontinuous work patterns is not permitted within the framework presented by this latter model. Instead, the subjective view allows parental and work roles to be compatible rather than competitive, a perspective shared by Biklen.

Developing an alternative career model that includes the reality of women's lives is advocated by other writers who comment on the need to revise the existing ways in which women's roles in education are viewed and valued (Acker, 1989; Grant, 1989; Reynolds, 1989). As more women are encouraged to enter administration, Schlesinger (1988) proposes that men "crossover" and enter teaching settings traditionally occupied by women (p. 13). Furthermore, a career model that recognizes equally men's and women's participation in society (Reynolds, p. 58) shifts the image of advancement from the typical lock-step vertical climb to one where teaching is seen "as a path in life" (Acker, p. 9).

Motivation for Career Advancement

Career patterns of women in education reflect the dual perspective of McLaughlin and Yee's (1988) conceptualization. While the seemingly "haphazard" design (Porat, 1985, p. 299) of women's careers in teaching may lend support to present assumptions regarding a lack of career initiative, planning and motivation, women's decisions to remain in teaching or to move into administration are founded on a "love/duty" ethos

(Valentine, 1988) that mirrors their other-directed nature.

Women work within hierarchical functions, but are motivated to advance and succeed by their intrinsic desire to grow professionally (Brown & Burt, 1990) while having a positive influence upon the lives of others in the educational setting (Edson, 1987). Quality of performance within the job setting supersedes the need for monetary recognition, prestige and power (Woo, 1985). Instead, women's mission to improve the quality of life for students and teachers reflects their characteristic ethics of care and responsibility.

Although women tend to wait to be asked, encouraged or supported by significant authority figures in the system, female administrators cite the challenge of administrative work and the opportunity to effect positive change in a wider context as factors in their decisions to aspire to, apply for and/or accept a position in administration (Nixon, 1980). Dissatisfaction with the educational setting and a belief in their ability to do a better job than existing school administrators have also led women to seek and accept an administrative position (Edson, 1987).

While female principals "slip naturally" into leadership roles that are of interest and conducive to professional growth (Porat, 1985, p. 299), women who remain in the classroom world of teaching see administrative work as disconnected and removed from children and the instructional process. For the female elementary teachers in Biklen's (1986) study, having a school/district-wide reputation for excellence in teaching would have more influence in affecting positive change for students. In their view, being a "great administrator" was not equivalent to being a "great teacher" (p. 508).

Barriers and Steps to Advancement

Discrepant perceptions of administrative work and teaching are but one of the many interrelated variables that influence women's career choices in education. While much of the attention to women's issues in education has addressed the under-representation of women in formal administration roles (Eastman, 1989; Nixon, 1980, 1985; Porat, 1989; Richards, 1981), Nixon (1985) acknowledges that limited agreement exists with regard to the barriers that prevent women from attaining "positions of their choice" (p. 6). Leonard and Papa-Lewis (1987) distinguish between the "internal/intrinsic/psychological" and "external/extrinsic/environmental" (pp. 194-195) factors that may determine women's participation in education as administrators, while other writers make reference to the "situational" and "sociological" obstacles that impede women's advancement into the world of administration (Erickson, 1985; Grant, 1989; Nixon, 1985; Ponder & Fagan, 1984; Reynolds, 1989; Swiderski, 1988; Woo, 1985).

Reference to a "deficit model" is often made when explaining women's career patterns in education (Grant, 1989). Women may be thought of as lacking career commitment, initiative, motivation and preparation. As well, a perceived absence of ability, encouragement, positive self-esteem and visibility may also contribute to women's disproportionate numbers in school administration. Barriers imposed by society promote gender stereotypes, while psychological obstacles, such as feelings of ill-preparedness and lack of confidence, may deter women from taking risks and consciously planning to seek and win an administrative position (Swiderski, 1988). Systemic barriers also reduce women's access to the various levels of administration. While the structure of school organization offers limited opportunity for advancement and promotion (Woo, 1985), declining enrolments have minimized teachers' general mobility, thus diminishing the availability of senior administrative posts to women (Ponder & Fagan, 1984).

The social boundaries one must presumably cross (Reynolds, 1989) and the accompanying feelings of isolation, loss of connectedness and rejection by colleagues one may experience when moving from teaching to administrative positions may also discourage potential women leaders from applying for, or planning, a career advancement (Erickson, 1985), or from continuing once in such positions. Other "image barriers" (Nixon, 1985, p.

6) that inhibit women's career advancement are the sex-role stereotyping perceptions held by men and women as to what a woman can and should do, and the behaviours believed appropriate for certain roles and tasks. Social barriers can produce conflict for women who may be expected to be caregiver at home before caring for a career (Edson, 1987). Although many "late" aspirants have interrupted their careers for domestic responsibilities, Collinson (1989) also suggests that women can sabotage their career by lack of self-promotion.

Making oneself visible by accessing a personal/ professional network of men and women is one strategy that Gabler (1987) offers as a means of overcoming gender bias in education. Other steps women might take to assist their career advancement include the mentoring and sponsoring of other promising women by women leaders (Pavan, 1986; Pyszkowski, 1986). Dodgson (1986) and Metzger (1985) suggest that training opportunities should be made available for aspiring and potential leaders, while Porat (1989) encourages the women in administration to capitalize on their "many positive natural strengths" (p. 13).

Changes in policy and practice have also been suggested as ways of improving the representation of women in administration. Schlesinger (1988) believes that affirmative action programmes involving her "crossover principle" can serve to eliminate traditional social gender stereotypes. It is her contention that understandings of men's and women's traditional job settings in education will be enhanced by availing both genders equal access to broadening their individual work experience. She concludes that the school as "community" will naturally evolve with such alterations to current perceptions (pp. 13-14).

Valuing Women's Work

Attempts to identify and remedy women's disproportionate under-representation in school administration are therefore related to the valuing of men's and women's work in education. Equal pay for equal qualifications may provide the illusion that a "no-gender" issue exists in teaching. Gaskell, McLaren and Novogrodsky (1989), however, point out the contrary, since "men tend to manage while women tend to teach, and managers are rewarded more than teachers" (p. 75). They echo Schlesinger's (1988) proposal that an "imaginative restructuring" (p. 14) of the professional hierarchy is required if women's and men's different work is to have equal value and recognition. By rethinking the manner in which work is structured so as to provide equal access of choice of opportunity, women's differentiated experiences and selections of career paths will be equally viewed and acknowledged. Rather than expecting women "to change their choices," society should be altering the manner in which "it rewards those choices" (Abella, 1984).

Summary

In this chapter, I reviewed the literature on leadership and women in education. Different visions of conceptualizing educational leadership projected by current scholars reflect similar calls by feminist writers to rethink the existing means by which the organization of education is structured. While attention to women's participation in educational leadership has generally focused on their under-representation in school administration and the perceived deficits that inhibit their career mobility, new ways of valuing men's and women's spheres of work are being proposed.

Conceptual Framework of the Study

The focus for most of the literature on women and leadership in education has concerned itself with the imbalanced distribution of men and women in "positions of leadership" associated with administration. Emphasis has been on identifying discriminatory practices and the means of altering barriers so that more women will apply for and receive administrative posts.

Blackmore's (1989) critique of existing masculinist theories that presume "to portray all experience" (p. 94) is in contrast with this effort. While acknowledging the work of first- and secondgeneration feminists, Blackmore believes it is necessary to move beyond the interventionist approach to remedying the existing disproportionate numbers of women in administration. She advocates replacing the present patriarchal structures that have traditionally "displaced" women from educational thought, rendering them "invisible" in administrative practice (p. 94), with a feminist picture that includes leadership outside formal roles.

In Blackmore's reconstructed view, leadership is practised by different people in different contexts, thereby dispelling present myths of who leaders are and what they do. Blackmore sees leading as a process that empowers others to have power through "collective" and "communitarian" activities (p. 94). For Blackmore, leadership occurs not on "levels" of authority and power, but from within a democratic educational framework that recognizes power's "multi-directional" and "multi-dimensional" nature (p. 94).

Since my operating assumption of this study was the belief that an "invisible majority" of women leaders exist in education, Blackmore's (1989) reconstruction offered the conceptual framework within which the "voices" and "visions" of participants' worlds were analyzed and discussed.

CHAPTER III

METHODOLOGY

I designed this study to "gain insight into the perceptions of particular people within particular situations" (Powney & Watt, 1987, p. 18) so that some understanding of the worlds of women as educational leaders would emerge. Interpretive in nature, it was a phenomenological study in that I attempted to reflect the "selected rememberings" (Coleman & LaRocque, 1990, p. 159) of what was perceived as reality for each participant at a particular time. As researcher, I attempted to understand what perceptions "shaped" women's "attitudes and behaviour" in education (Johnson, 1987, p. 206). I therefore designed the study to find out how five women leaders in education made sense of their lives.

Pilot Study

The purpose of the pilot was to test a schedule of interview questions (see Appendix A) that I developed during the writing of the study's proposal. I also wanted to gain a better sense of the time required to conduct the data gathering component of the study -- from the initial invitation to participate through to the conclusion of follow-up interviews. To that end, I approached this phase of the study with a self-proclaimed intention of being alert to circumstance and context and consciously regarded every question that surfaced during the transcribing of tapes as important and worthy of clarification. Attention to such detail and other personal responsibilities resulted in a pilot that extended over a twelve-week period, including several telephone conversations and follow-up discussions held over lunch or in the evenings at the home of the participant.

The participant had been teaching for several years at an elementary school where I had the opportunity to observe her interaction with staff and students on several occasions. Aware of her mixed feelings about applying for a position of leadership, in addition to having caught glimpses of her career history from both casual and formal discussions, I believed her to be an appropriate individual with whom to commence my study.

In addition to meeting the criteria for participation (minimum of five years teaching and demonstrated leadership), the participant had also expressed interest in my work as a graduate student and, specifically, my topic of research. Early in the year, I invited her participation and, when again I approached her in March, she readily accepted, suggesting that we meet at her home during the school break.

Two issues related to the interview schedule surfaced during the first session. Although she was offered the option of reading the questions in advance of the interview, she preferred that they be asked by me during the course of our conversation. Having the schedule available to the participant prior to the interview was seen by her as a threat that might inhibit the creation of the comfortable and relaxed atmosphere that I had previously indicated should characterize our talks. She also thought that future participants might be intimidated by knowing the questions in advance, and would be more concerned with the quality of their answers and the manner in which they responded such that a natural free-flowing conversation would be difficult to generate. She suggested that letters of invitation and confirmation to participate reflect a general topic that would be the focus of the interview, thereby freeing the participant from the perceived obligation of having to formally prepare. I had experienced similar concerns when preparing for the interview and made the decision to take her advice after similar feedback was received from my second participant.

I became sensitive to the second issue during the course of our first conversation and the transcribing of the tape. The participant frequently expressed feelings of inadequacy at being able to describe herself as a leader and the concept of leadership. This was reflected in repeated responses of "I'm not sure" or "I don't know" throughout the interview, which confirmed my earlier uneasiness with the wording of the questions. I reworked the schedule, avoiding the use of "career" and "perception" (see Appendix B) hoping that this would assist future participants in feeling more comfortable so as to elicit their understandings. Nevertheless, I continued to be uncomfortable with the superimposed structure which the questions appeared to give, and was unsure as to how I could elicit participant ideas on women and leadership when not using specific terminology. I wanted the women to know what it was I was asking without influencing their responses. Yet I concluded, while transcribing and analyzing the tapes of the pilot and second participant, that this should not be an issue, since the participants would be women talking about their experiences and perceptions as women in education. The issues would surface naturally from the women's talk during interviews and in my analysis of the transcripts.

Transcribing the tape of the pilot interview was exciting as well as tedious. Despite the high quality of both tapes and recorder, the background of family activities in adjoining rooms was distracting. To assist with later analysis, I composed fieldnotes and listened to the tape in its entirety, jotting down key words and phrases that appeared to jump out at me, before commencing the transcribing process. These words later served as starting points for coding.

As the transcribing progressed, a history of the participant's teaching and leading activities emerged. When a similar observation was made during the second participant's interview, I decided to reduce the schedule to the first question (see Appendix B) thus allowing participants to tell their career stories. During this time, however, I also recognized gaps, prompting me to make notes to myself to seek clarification and extension in follow-up discussions.

My analysis of the pilot interview transcript initially consisted of underlining key words and phrases, some of which became the codes related to leading, motivation to lead and perceptions of how she saw women as leaders. I identified ten categories that included: advantages "as woman," career barriers, change, growth, leadership, motivation, opportunities and steps for career, and visibility.

At the conclusion of the follow-up interview, I sketched a summary of topics discussed, but later decided to write the participant's story in her voice, thinking it was more immediate and personal -- one to which she might more readily respond.

With my advisor's approval and the participant's consent, I decided to include the pilot as part of my study. The richness of the data gathered in our conversations and the participant's willingness to act as my sounding board for future insights influenced this decision. I also believed that what she had to say was significant and should be recognized as a valued contribution to the findings of the study.

Selection of Participants

From a pool of ten women leaders, I decided to invite four teachers in public schools to participate in the study. Originally, representation from elementary, junior and senior high schools, department and district offices, and professional teachers' organizations was considered. Due to personal financial and time restrictions, however, as well as a desire to have some commonality of experience among the participants, I made the decision to limit the site to elementary schools. Moreover, since my own background is primarily in this area of instruction, I also believed that access and credibility would be more easily secured. I regarded my fifteen years of teaching in elementary classrooms as a passport to understanding more fully the anticipated stories of participants.

Potential participants were nominated informally by their administrators and teacher colleagues, and by themselves. I had limited shared experiences with all but one of the ten nominees. Eligibility for nomination included teaching experience and demonstrated leadership.

Since one of the operating assumptions was the existence of an "invisible" cadre of women educational leaders, nominees included both administrators and non-administrators. Thus, potential participants were women whose leadership was one of "accepted influence" (Eye, 1975, p. 233).

A minimum of five years of teaching experience was also required of the nominees, since many districts expect at least this much before individuals are eligible for positions of leadership and/or responsibility. Although the five years of experience need not have been all in the same district, position, or school, it was necessary that nominees' experience within their present district be a minimum of two years, with the expectation that this would ensure that each had some sense of her jurisdiction's history of policy and practice.

The five women invited to participate, including the pilot study participant, had all been teaching from 15 to 22 years. All had experienced a "break in service" for one or several reasons. Although there was only one administrator in the group, I learned during subsequent conversations that each woman had some experience in a leadership position, as assistant/ designate/ vice-principal, consultant and/or in a provincial association of teachers.

Three of the women had taught in more than one jurisdiction during their careers, including interprovincial and national assignments. Each woman had lived in close proximity to a university at some time so that all had completed one or more degree programmes. As a group, the women's personal schooling, post-secondary education and teaching experience was representative of Eastern, Central and Western Canada. One woman had taught pre-school to university students, while another had taught kindergarten to Grade 9. Three women were married with children older than six years, while two of the participants were unmarried with no children. At the time of the interviews, all the women were in schools with female principals, and all were either considering or experiencing significant changes in their careers.

Data Sources

Semi-structured interviews and follow-up conversations were my primary source of collected data. These were supplemented on occasion with documents provided by some of the participants and with my personal collection of announcements, brochures and media articles. Interviews and subsequent conversations allowed me to become part of the participants' lives. A reciprocal relationship of assistance evolved whereby we came to know each other and the perceptions that "indicate the realities" of our individual selves (Johnson, 1987, p. 207). This became more evident as the study progressed into the final stages of analysis and reporting, since several of the women and I subsequently continued to share interests and resources while communicating encouragement and support in our respective career activities.

I created the study's design with the intention of ". . . learning the perspectives of the participants . . . [to] illuminate the inner dynamics . . . that are often invisible to the outsider" (Bogdan & Biklen, 1982, p. 30). This is of particular significance for women and educational policy makers. While neither are outsiders in education, they may be blinded to the inner dynamics of situations they believe they understand. This study, therefore, considered the impact which women's perceptions have on structuring their environments and on their participation as leaders in education.

The Interview

The original research questions (Chapter I) evolved from the literature on the worlds of women as leaders in education, as well as personal reflections on critical incidents of my participation in education, and a research methods assignment that involved interviewing a female school district administrator. Originally, I planned a semi-structured schedule (see Appendix A) for the five interviews. As mentioned earlier in this chapter (section on pilot study), I reduced the schedule of questions to one question to serve as an ice-breaker to the interviewing process for both me and the participant.

The focus of each interview, however, was discussed briefly when participants accepted the invitation to be a part of the study, and again at the commencement of each taping session. Although this became the only imposed structure, I attempted to be sensitive to cues that would connect the perspective meanings of each participant to the others.

In order to gain insight into participants' worlds, I felt that it was important to create an environment that would elicit a comfortable and natural, free-flowing conversation. Asking specific questions from a schedule was imposing on their thoughts. When the structure was removed, participants were free to tell their story and I was able to concentrate on what was being related, rather than on whether specific questions had been covered. When the structure was open, I also found that more specific critical incidents and anecdotes were offered.

Data Collection

Although I discussed potential participation with several of the nominees early in 1990, personal telephone invitations were extended in March of that year to five women leaders in Canadian public elementary schools. Tentative time frames were suggested and I briefly introduced the purpose and details of the study at that time. All responded enthusiastically and agreed to participate.

Several weeks prior to the tentative scheduled interview, I again contacted each woman by phone, setting the specific date, place and time for our meeting. A covering letter (see Appendix C) which described the data-gathering procedure, responsibilities and other agreed-upon terms was forwarded to each participant. The letter also expressed my appreciation for their acceptance to participate and confirmed interview details. I also telephoned each participant the day prior to her interview to seek final confirmation of our intended meeting.

Interviews and follow-up sessions were conducted over a six-month period, and took place at times and locations convenient to participants. Sensitivity to the needs of participants became somewhat demanding at times since it was difficult to plan for anticipated blocks of time for transcribing and analysis. I had originally intended to interview each woman and analyze that tape's transcription before conducting the next interview. This was not always possible, however, due to the personal and professional commitments of the participants, and I worried that I would miss important cues which could assist me in conducting more meaningful interviews and follow-ups.

The majority of the interviews were held outside instructional hours and away from school premises. I met one woman at her home on several occasions. Another participant met me at my place of residence. At least one of the follow-up sessions for each woman occurred in a public restaurant over lunch, while many of the sessions were scheduled during school holidays and vacations. With the exception of the pilot, most initial interviews were one and a half hours in duration. Follow-up sessions ranged from one to three hours depending on the setting. Telephone conversations tended to be of 30 to 60 minutes duration.

Data Trustworthiness

To ensure data trustworthiness, I tape-recorded each initial interview. Possible follow-up interviews were discussed at the conclusion of the first session. I also tape-recorded follow-up and confirmation sessions when the session permitted. I maintained fieldnotes throughout each session, regardless of format.

My interpretations were often confirmed and elaborated upon by two of the women with whom I had frequent opportunity to communicate. As I transcribed each interview, participants received copies of their story for verification of chronological events in their careers. I conducted further member checks when analysis of data was completed. I also provided each woman with copies of the introduction, participant sketch and critical issue, as well as a summary of categories and themes (see Appendix D).

In addition, I discussed my perceptions with colleagues from several departments and school districts. I purposively sought a male view on many of these occasions, in order to see if they talked and thought about issues in the same way that the participants did. None of the women, for example, mentioned money as an incentive to pursue or accept a position of leadership. In contrast, money was always the first and often the only incentive offered by the men.

Committee members, family, friends and even passing acquaintances were also involved at varying times in this triangulation process. I also cross-referenced the data with my interpretations during the final stages of analysis, when I re-visited all the taped interviews of the study and one from my research methods course assignment.

Data Analysis

Data analysis was an ongoing process throughout the study. The roots and subsequent growth of the study were contained in six "volumes" of a journal begun during the piloting of the initial questions. There was one for each participant, volumes 1 to 5, containing participants' respective transcriptions of every taped interview, supplemented with the respective fieldnotes, as well as a sixth volume for the researcher. My initial and subsequent interpretations, questions and validations, assumptions made, concerns expressed, as well as some of the decisions taken along the research path, were also contained in these volumes. My coding and categorization of participant voices and the identification of critical issues, images and emerging patterns were also included in these volumes. The sixth, my volume, consisted of several binders containing working copy/drafts of my findings, correspondence, ideas, references, questions and quotations generated from discussions with colleagues and friends, as well as from personal observations and readings. Such interaction would often spark a concept that I considered and explored in later analysis.

I noted critical incidents in the transcripts as well, and compiled indices of categories and incidents for each volume after all interviews had been completed. Page references accompanied this index system. While category lists were similar, participants' talk was sometimes different in contextual and/or descriptive meaning.

Indexing critical incidents assisted me in writing the biographical stories and sketches. My writing in participant voices was aided by noting the images the women used to convey a visual meaning of their perceptions. Frequent cross-referencing and rereading of transcripts, summaries and stories helped me to rework the collected categories, which in turn revealed issues and themes common to the talk of all the women.

Categories surfaced from the codings of each interview. I developed a code from participant key words or phrases that appeared when describing critical incidents and perceptions for each of the interviews. While some were glaringly evident, others were more subtly apparent, emerging only after frequent readings and cycling among and through the stories. Preliminary keys included: change, energy, growth, initiatives, needs, opportunity, recognition, steps, and vision.

More words were added with each succeeding conversation, and I began a "meaning list" to assist in the matching of participants' voices. When participants used the same terminology, such as "vision," I critically examined their voices for difference and similarity of context and meaning. I supplemented this activity by tracking the images which the women used to describe their experiences and understandings, so that my discussion would accurately reflect their voices. Images included pictures of care, growth, cooperation, movement, power, and security.

Summary

In Chapter III, I have reviewed the study's methodology. I designed the study with the intention of finding out how women leaders perceive educational leadership.

Conversations and semi-structured interviews, therefore, focused on how the women educators viewed themselves and others as leaders in education, their career histories and the interpretations by which they made sense of their personal and professional lives. I ensured trustworthiness of data interpretation by member checks and peer review.

While my collected data included participants' descriptions, emotions and opinions about critical incidents in their careers and leadership in education, I also coded the interview transcripts, summaries and stories of the women.

CHAPTER IV

THE FINDINGS OF THE STUDY

In this chapter, I present the findings of the study in participant and researcher voices. I provide separate introductions for each woman. Individual career sketches are then delineated in the women's respective voices. Each sketch follows with my discussion of a critical issue that predominated our conversations. I conclude the chapter with a discussion of five categories of experience that emerged from my talks with all the women.

Introduction to Participant Sketches and Issues

During initial interviews and subsequent conversations, each participant recounted aspects of her career in education. From the fieldnotes and transcripts, I compiled voluminous "biographies," rich with emotion and personality. I then drew five "sketches" of experiences from these "selected rememberings." My naming -- by use of pseudonyms -- and placing of each woman within her personal career context allowed specific critical issues to surface, giving the participants an immediate presence within their separate and shared worlds of education.

While echoes of similar experiences are frequently voiced in the sketches that follow, individual issues are purposively highlighted. Focusing on the different, often conflicting, critical incidents serves to connect the threads and patterns of what was said by each of the women educational leaders. The sketches (fibres) and issues (strands) give hints, then, of the tapestry's total picture by providing an introduction to the categories and themes that subsequently emerged from our many discussions.

The sketches are alphabetically presented in the participant voices of Barb, Bev, Deb, Jane-Ann and Jude, while my discussion of the selected issues is frequently punctuated by the women speaking in quotation.

Introducing Barb

Throughout her 27-year career, Barb has taught both adults and children in a variety of educational settings. Her completion of a degree in Early Childhood Education was viewed as a necessary step toward regaining full-time, permanent employment following a 10-year absence from her present board, in order to stay at home with her children. At the beginning of the interview, Barb described herself as a "Sleeping Beauty" who had recently awakened to "a regaining of consciousness." In spite of mixed feelings with regard to the suitability of school administration, Barb has, after much consideration and encouragement from her current principal, "thrown her hat into the ring" and applied for a "position of leadership" in her district.

Barb's Sketch*

I started teaching at the elementary level with grades one and two. I've taught high school English, and I've had a short experience at the university and with consulting. I think that kind of background gives you a broader outlook on the educational issues, because you can no longer think of education as a factory process; you can no longer think of yourself as being isolated in one small classroom.

I loved the three years that I worked as a consultant! I think that was the period of greatest growth for me professionally. I wore three hats: Early Childhood, Language Arts and Social Studies, and I just ran from one end of the district to the other! I never learned more in my life! I had an association with bright, outgoing people who had done well in terms of leadership. I really enjoyed that role. It was really exciting, and I'd like to do it again sometime, except I would not want to wear three curriculum hats.

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*The excerpts from interviews that comprise the sketches in this chapter, although verbatim, do not always appear in the same order as they did in our conversations.

I was encouraged to apply for a consultancy at the district level. That would have been my next step up the echelon, but I resigned. We moved, and that's when I taught senior high school. When I quit [the following spring], I had not completed a full year, because we were on the trimester system.

The first three or four years I was busy with the babies. It was a nice experience. I think that I am very lucky to have had that. I would not trade those years, and I'm filled with a great deal of nostalgia over those years of being with the kids.

I started back working with a temporary contract. I taught grade four and kindergarten at an elementary school. That was exciting! That was a good school. My contract was not renewed at that point, and I was really devastated. I found it really irritating, because my previous experience with the board had been very well received. In any case, I got a position there again -- teaching kindergarten -- and I did get a permanent contract the next year. I taught the academic challenge group, grade four and kindergarten. Three hats seems to be par for the course for me. I wore those hats until I came here [teaching primary] two years ago.

My principal encouraged me to seek administration. When I decided that I should probably apply this year, I wondered what I should do, and her one statement was: "Be visible." She said, "Offer some of the programs that you have done for parents to the district." And I'm thinking to myself, "I really should do that." There's no question that's probably what I should do, but I'm not sure that I have the energy. The key seems to be visible: in the school, in the classroom, in the district or in the community.

I'm not sure that I have the tolerance level, the patience level or the interest in the principalship or even the vice-principalship, particularly the vice-principalship. They seem to wind up doing discipline. Often, I think, there again, wearing two or three hats, teaching part time, doing this, that and the other thing. So I think leadership, in terms of the instructional process, is much more to my way of working.

All of us would like to be the best at what we do. I think in education you can gain recognition from children, but there are few ways to receive that from colleagues. I think that you need some form of recognition, and I think that either an administrative position or a leadership position is a way of publicly affirming what you are doing.

I have a lot of experience, and I love my classroom most days. It is an exciting environment and it is changing all the time, but I would like something to do that is different and challenging. You can only teach grade one/two for so many years, and then you need to change it. If I don't change it at this point in my life, I have other options open to me. I can try junior high. It would be kind of neat. I haven't taught that. Changing schools does it as well. Changing programs, trying a new theme does it. Getting involved with adult learners would be something of interest to me; so -- another option.

Critical Issue #1: Affirmation and Visibility

Classroom teaching can be a lonely and an isolating experience. It is an activity which Barb sees as seldom receiving the public attention it deserves. While the need for "public affirmation" for what she does has motivated her to apply for a "position of leadership," Barb acknowledges the significance of making herself, and what she does, visible to the appropriate decision makers if she is to be a successful applicant for school administration. Specific steps must be taken to ensure her visibility: attend conferences and talk with key people; develop and present programmes; make phone calls and be in the media; and, offer to participate in special projects. Such purposive steps require tremendous energy and time, and Barb realizes from past experience how much of a personal commitment is involved. She questions the value of such activity, fearing its detraction from her responsibility to teaching and her students:

> I think that your prime responsibility, first of all, is in your classroom and in your school. There's only so much energy available. Who you

> know is also very important. It is in any business. There's a networking that goes on. You have to talk a lot about how wonderful you are.

Barb also questions the appropriateness of school administration for her, particularly the assistant principalship which she views as the training ground for the principalship. Her "forte" is with the instructional process, and she does not envisage the assistantship role -- with its emphasis on discipline -- as one that includes her present expertise. The curriculum coordinator would be more to her liking, but it would have to be a school-based position because she would then have a home:

> Well, they have a role that I think is a wonderful opportunity for the kind of leadership route I want to take. They design and implement programmes in instructional techniques and skills. That kind of thing would be my forte. That's what I'd like to have, and then you still have a home. I don't find travelling very attractive at this point in my life.

Barb's hesitancy at "throwing her hat into the ring" of potential school administrators has been influenced by her perceptions of what is expected of principals and their assistants, as well as her past experiences as a part-time district curriculum consultant. She sees principals as requiring much energy to do the job right, to be effective, and that energy is also needed to promote oneself so as to be successful. Her dilemma is further complicated by the perception that women as administrators must work much harder than their male colleagues to be considered successful leaders. She comments that "they need to be perceived as twice as good" so as to be recognized in a positive manner.

Barb also believes that women, because of their tendency to care for and nurture others, "really extend themselves" and "take on more personally" in the school. As administrators, they are more accountable in how they present themselves and are more easily hurt. They need to work harder at gaining status by being both "strong" and "sweet":

> I think a lot of people, a lot of parents tend to push them around. They need to be very strong and very sweet. Nobody has ever asked a male principal what he's wearing and why. It's frequently asked of women administrators and noticed. Even if it's not commented upon, it's *definitely* noticed! Male teachers tend to automatically have more status, even in the minds of children. Parents tend to hassle them less. Having tried both ends of the spectrum, kindergarten to university, men tend to get a lot more thunder for doing the same thing that women do.

Barb's decision to apply for a "position of leadership" was made because she wants public affirmation for what she does and she sees school administration as the route to achieving that recognition. The conflict that arises for her, however, centres on her observation that the principalship roles will most likely remove her from that which she already does well -- the instructional process. Thus, what she seeks recognition for will most likely not be given, unless she is in a leadership role that includes working with curriculum and students. While she currently wants a change and a challenge, something that administration would most likely offer, the question arises: Will the "options" to an administrative position that she is presently considering give Barb the recognition that she deserves and desires?

Introducing Bev

With the exception of a sabbatical leave to commence full-time studies in Educational Administration, Bev has taught in elementary schools for 15 years. She is presently a "leader in training" for school administration. It is a position, like her graduate programme, that has provided her with an opportunity to grow. She plans to complete her Master's degree this year, so that she will have the time and energy to initiate some projects which she believes are needed and will be of benefit to her colleagues, students and school community.

Bev's Sketch

I finished school early and began teaching in a rural village. I had my Arts degree too, because I took night courses with my Education degree. After four years of teaching and with two degrees, I started looking around and asked, "Is this it?"

I took a leave of absence, initially planning to just do something else, but when September came, I really missed teaching. I was like a fish out of water, so I went and applied for substitute teaching [in another school district]. I substituted a half day, and the next day was given an interview and sent here, where I've been for ten years, with the exception of a one-year paid sabbatical. After six years in the system, it was quite a compliment and one, I think, I had won.

When I look back on it, I had done what you could say were some "neat" things. I took on a lot of initiatives, major projects, and in so doing, I got a great deal of satisfaction, and that has continued to happen at the school level. I think that someone, like myself, who is interested in leadership, has to take on initiatives and demonstrate that you can be creative and can carry out those plans -- and I do.

I identified things within the school that I felt were necessary, and projects that I felt were meaningful to the children, so that when I considered getting my Master's, it was the next obvious step. I've always been kind of ambitious. When I began teaching, there was only one direction, and that was to go up.

I think [the sabbatical] promoted a period of transition in my thinking more than anything. Being a leader, and I recognized myself as a leader, I felt administration was the obvious place to go. In retrospect, however, I think now I might have taken another route.

I have learned a great deal this past year, moving from a staff person to a person of authority. It is very different. When I got this position, it was a very uncomfortable situation, but at the same time I felt that I had waited in the background, sharpening my leadership abilities. [My principal] said at the beginning that she wanted the people who wanted to go into leadership to have an opportunity to exercise leadership skills.

If you are looking to be a leader in your school or district -- and some people prefer to be leaders in their school, you definitely have to take the initiative. I think that when you are called upon a number of times to fill a certain position, activities, projects or whatever, you definitely have to do it.

I've always been so active in my school. I've always been a teacher. I can't imagine it any other way. In some natural sense, I've always felt that it is important to tell people, "That's really good!" -- a compliment. I'm that sort of person anyway, but I'm more conscious of its worth now. But, it depends on what people want for their acknowledgement. Some people are satisfied to be in the classroom. For a person seeking a position of leadership, the acknowledgement-seeking is a matter of reality. If you are not known, you'll probably not be chosen. I think you have to recognize that you have to have a name for yourself.

Some days I feel I'm at a crossroads. I'm kind of at a position where I'm still testing whether the principalship is something proper for me. I'm really evaluating that the whole time. In the school where I'm at, it is certainly demanding, and there are times that I feel a little burnt out. I've been there for so long.

I have no regrets, but I think that I have grown tremendously. You just have a kind of feel for it. I think that at this stage, I could do it, but I think that I would like a little more tuning on a few areas. I think you have to be prepared. I have an agenda for next year, an agenda that is going to help me. I have good ideas and I would like to organize them, exercise them, test them out. I think that's vital and it's ongoing.

Critical Issue #2: Preparation and Pathways

Despite Bev's obvious satisfaction with her work this year, she still harbours doubts as to her readiness for full-time administration and has yet to apply for a position. While she expresses confidence that she could meet the task and a willingness to try if given a position, Bev also acknowledges a need to sharpen her skills in the area of school finance:

> Like I said, I like to be prepared in a situation, and I don't think I have been, but I think that I have what it takes to be a leader. The budgeting process is pretty complicated, and I've learned a great deal about it, but in terms of sharpening skills, I would look at budgeting.

Bev wonders and worries about her reluctance to apply, and suggests that this concern with preparedness is unlike most men who are willing to learn on the job:

> You know, I worry about that, and I get to thinking, "Is this something subconscious, that I'm not allowing myself to plunge ahead like this?" And then I say, "Naw, it can't [be]." I've been successful. Gosh, at 18 I supervised kids. I've worked as a supervisor with people before.
>
> I guess, I think that a lot of women, including myself, probably want to be prepared and they want to be ready when they meet the task, and men don't. They want to get there and then they'll learn when they get there.

It appears, then, that Bev's quasi leadership position allows her to "test out" her "agenda" in a safe environment. She appreciates the high degree of accountability one has in a formal position of leadership. Taking risks in an authoritative role can be costly, and thus Bev questions women's need for security as well:

> Here I am, moving along I guess, with caution, assuming a role, assuming a leadership position. It is really stupid to feel that way, isn't it?
>
> Are we attached to the point where we're so insecure, that we don't want to make a mistake? But, I don't think so. I'm willing to face mistakes.

Bev's cautious approach to school administration is, however, more than an issue of readiness and security. While the principalship is a "top priority" for her, she also questions whether it is what she wants at this time:

> I'm sure that that's what I want in the future too. It's definitely a very top order option that I have, but I think I'm going through this period where I'm really looking at a number of other options too.

Since her sabbatical, Bev's vision of leadership has broadened. When she began teaching, she saw only one career route and, for her, that road culminated in an administrative position as school principal:

> When I look back and think, "Why did I want to get my Master's degree? Well, I want to go get my ED.ADM. and become a principal and everything will be hunky dory forever.". But, now, I don't feel that as much, and I think that's why I'm accepting the position that I have.

Her current vision is not so "tunnelled." She sees many leadership roads, and attributes this change in perspective to the individuals she met at university and the growth that she experienced there:

> I've grown so much through my Master's program. It has certainly broadened my vision of things. I can say that when I entered my programme that the obvious step to go was to be a principal, but I've met so many interesting, very bright people, very ambitious people, lots of women who have achieved a great deal, people at the university who have survived such a male society there, like breaking through walls, and that has given me a whole new vision of what's available to me.
>
> I guess since entering my Master's and now, you would say that my goals have certainly changed in that they are not as tunnelled toward the principalship. I see many more positions of leadership now. I recognize different positions as positions of leadership that will help fulfil my needs.

Thus, the critical issue for Bev also involves making a choice about moving into school administration. Unlike Barb, however, her decision will not be motivated by a need for recognition of what she does in education. She will be influenced by her perception of which route will provide the best conditions in which her leadership skills may continue to grow and flourish. While Bev has silently, but visibly, developed her leadership abilities on the job, a different vision of where they may travel has arisen. Although the opportunities she has sought and taken throughout her career have enriched her personal and professional life, they have simultaneously created conflict. Bev continues to be interested in the principalship, but questions the timing of casting her name into the competitive "den" of official aspirants. The power struggle she sees it to be does not readily appeal to her. She believes that professional fulfilment that will impact positively on students, colleagues and the school community can be achieved through other channels of leadership:

> There are a lot of people who are just like piranhas, who want to get that leadership position, and I just question, "Why? Is it a power thing?" It's almost like a dog-eat-dog situation. It's just everyone clawing to be ahead of each other. I can compete just as good as the next one, if I want to put myself into that, that den! But there are other things that will make my professional life fulfilling.

Introducing Deb

Deb decided to enter teaching out of economic necessity. Prior to her recent assignment at a "community" elementary school, she had taught at several urban elementary/junior high schools. Although she is a novice principal, Deb has been a school administrator for three years. While she spoke enthusiastically of her experiences in administration and teaching, particularly in her present position, Deb aspires to a principalship working with "at risk" students in a junior high setting.

Deb's Sketch

I taught for thirteen years at a high end, very academic school. We ran alternate programmes, and it was great! I stayed there a little long, teaching junior high and elementary, before I started thinking that I might want to do something else. I wasn't interested in high school, so I applied and thought I was going to be a consultant in teacher effectiveness. I'd been interviewed for that. It was very surprising when I got an assistantship, but I was equally as happy.

It was at an inner city, elementary junior high school. I think people had some questions about someone who had dealt with middle-class kids all their life being comfortable in the inner city. What I found out, and it was no surprise to me, was that kids are kids no matter where they are. I was there three years. I really liked it, and was hoping to be placed in that particular setting in the future. I like working with "at risk" kids, and I really like working with the junior high.

I applied for the principalship, but I was ready. I had worked with an excellent principal in the inner city. We had done a lot of work on self-esteem and team building. At this school they wanted somebody to come in with a special feeling for discipline. So, in that respect, I felt good about the designation. I was comfortable with it and felt that I could handle the job.

I've also a great interest in instructional strategies. This school has excellent teachers, and would not have run without them in the past, but the instructional strategies in some areas are not on the cutting edge. I would call it a "workbook approach" and, for me, I don't think that is maximizing the learning opportunities for children. All the work done on learning styles and the positive effects of cooperative learning do not fit that mode of instruction. So I feel that there is a lot of work that I can do in relation to making the staff feel comfortable about coming on board, because if you have been using workbooks, no matter how appropriately, when they are not there, what do you do? It's a big jump.

One of the hardest things to accommodate in a school is change, especially when the leadership style is completely different to what they are used to. When I came here, I threw away the strap. It was used extensively and I don't believe in that. I told students that we would be recognizing them for the good things that they do.

I also believe that if the students are not going to be afraid to come to the office, that they have to see the principal in a different respect than just "the one with the big hammer," that we have to have places to do that. It was important to me to establish a relationship with the parents too, to tell them that we recognize that their kids were doing good things, because the feedback comes in.

It's a wonderful job. It's great! I wouldn't trade it for anything, but people cautioned me, and I didn't believe them. "Tread lightly. Be careful." I can't believe anyone would say, "Don't be too enthusiastic!" But it's true! Be very careful to listen to people, and remember that everybody has their own turf that they are protecting. Don't be taken out. As a teacher and as an assistant, I always enjoyed the privilege of anybody loving me. As a principal, that is one thing you have got to get used to very, very quickly, is that they don't.

For people who are looking at the principalship, they have to look at themselves and see if they are indeed student-centred people. If they truly believe that each and every student can be successful, that each and every student is indeed good, if they can do that, I think fine, they have a vision. I think that they have to be able to look further than where they are.

I think that they [leaders] would have to be globally oriented. I believe that you have to look at the school as a whole. You can't just be looking at your classroom as the only place of interest. I would think that you have to have initiatives above and beyond the classroom.

As a teacher, I have always been interested in the school, always incredibly interested in students generally. I love students and I like to see them doing well. They are of great interest to me. I don't think that there has been a kid in my life who I haven't liked. I think that's pretty important too.

Critical Issue #3: Comfort and Care

Deb's experience with academic achievers and inner city students, her expertise with self-esteem and team building and her personal interest in instructional strategies, as well as her past administrative responsibilities, have prepared her for the principalship. She is confident of her ability to affect appropriate changes and is happy with her current placement, acknowledging that she has already been successful in accommodating staff requests:

> When I came in and did the initial interviews, the staff said they wanted somebody here all the time; they didn't want the school left and me flitting off here and there, and I agreed. They wanted discipline handled right away, and I agree with that, and I've done that!

Deb is sensitive, however, to the manner in which individuals may respond to change, particularly when a different leadership style is exercised. Deb's style is one characterized by a sincere interest in students, high energy and enthusiasm, and an active presence in the school. She realizes the importance of positive home/ school communication and involvement, the value of a staff's team effort in "maximizing the learning opportunities of children," and the worth of the individual student as a person. Deb's philosophy is student-centred, and is one which "recognizes them for the good things that they do." She wants them to succeed.

Deb also wants others to experience success. She sees a need to help staff adjust and become active, enthusiastic members of the school team, who will share a common vision so that there is no "pulling in different directions." She believes that the "people in the middle" require particular attention:

> A good piece of advice, and one that I've been trying to follow, is to look at the people in the middle. You'll have those who'll jump on board right away. You don't have to spend a lot of time with them because they see the picture almost immediately. The people in the middle are not convinced, so I think they need a lot of care and attention to make them team members who are valuable to the school. I think that you have to try and have the staff realize that if this is the vision for the school, and they believe in it, then they should be a part of the team. It's essential that we're not pulling in different directions.

While Deb identifies the indecisive people as requiring her attention, she also expresses concern for those individuals who have rejected the invitation to "come on board" her team. Deb will do her best to facilitate them so that they can be happy in a school that matches their view:

> If they feel that it's [vision] not theirs, then they shouldn't be a part of the team. I would help them find a place that fits their philosophy.

Deb devotes much of her energy and time to accommodating the needs of others and altering perceptions of how the "office" of principal is viewed. She is a people promoter, who creates a welcoming environment by opening the doors of classrooms, her office and the school. She has provided places where the activity and effort of individuals is recognized and valued. Deb has accomplished this by acknowledging the "good things" that people do, the interests they express and the leadership skills that they demonstrate.

Deb is also aware of the impact that her enthusiastic commitment to providing a positive school climate may have on herself and others. While she is personally involved in changing the attitudes of parents and students toward school, she is also conscious of how she may be perceived in her sincere efforts to meet the needs of students. Deb acknowledges that she must be "careful" to remember "that everybody has their own turf that they are protecting," and "to tread lightly," otherwise she may appear intimidating:

> I am the kind of person who may scare people a little. Some people come on board easily, like [ ] who is a flexible kind of person. Someone else may find that [Deb's enthusiasm] abrasive. So I'm a little more careful about how people perceive me.

Deb's self-acclaimed "workaholic" tendency must also be monitored. While much consideration and effort is given to caring for the needs of others, Deb realizes that she must also attend to her personal well being too:

> I usually try and come in [to the school] between 7:30 and 8:00 a.m. Sometimes, if I feel that I really need the time, I'm here as early as 7:00, and I'll stay as late as 10:00. Um, but I feel that's not a healthy kind of think to get into. I could be a "workaholic" at the expense of my family life. So I have to be careful, and I really try to be out of here by 6:00 or 6:30 [p.m.]. I have to try and look after myself personally, because you are tired after a long day.

Introducing Jane-Ann

Jane-Ann has taught in a variety of elementary school settings, including two overseas assignments. Teaching, for her, seemed "the natural thing to do," although another profession was considered briefly before leaving her family's business where she "had always worked." Throughout much of her career in education, Jane-Ann has been active in the teachers' association, both locally and provincially, particularly in the areas of professional development and teacher training. While her present contract provides weekly release time from her Division I teaching responsibilities, most of Jane-Ann's weekends include committee and in-service work. Her recent return from a year's sabbatical to complete a Master's degree in curriculum was marked by a school transfer. When we met, Jane-Ann was considering applying for a position of leadership in her school district.

Jane-Ann's Sketch

Well, I've been teaching for eighteen years, mostly at Division I, and at three different schools. In that time, I've had an international exchange, and I survived!

Actually, my first year teaching was not in Canada either. It was the first year of shortages here, and they were not hiring. Someone wrote saying, "We'll give you a ticket to go if you teach for one year, and if you stay for two, we'll give you a return ticket." So I said, "Okay."

I became involved with our Association mainly because at one of my first schools there were people on the local executive who, naturally, just happened to get me involved! I was on my district's local executive for a few years, and then I became a provincial representative for teachers in my district.

When I try to explain to others what it is I do, I say that it is really like being an MLA. I guess [I became involved] because I was doing a lot of local things for a while, and for quite a few groups. People had been saying, "Why don't you run provincially?" -- I had never given it much thought. Then there was an opening and, "Well, okay. I guess this is probably the time I'm supposed to do this."

[Much] of my involvement has been in the area of professional development activities and training people so that they can run their own professional development [programmes]. There is a lot of leadership training and providing of workshops.

When I start thinking about the things I have done in my career, I probably would not have done any of it had people not encouraged me, and I discovered, "Yes, I could do that!" I probably would not have gone into the Association if I wasn't encouraged. I liked it, and I was alright at organizing. I didn't feel as uncomfortable as I thought I would, running a meeting and speaking to groups of people.

Leadership at the school level was something in which I was interested. When I started teaching, I thought the most important people were the kids in my class. After a while you start thinking, "No, this is not it." I discovered that the higher up you get, you can influence more people so that you have more impact on children and on education. So, that's another direction to go.

I think that recognition is really important. I think that for most teachers, they don't realize that it is until they receive it. But, it can be done in a lot of ways in our schools that just doesn't happen. There are lots of people in school districts who have an expertise in something, who might be asked to give in-services within their districts, but also in other districts. I think that kind of thing should be encouraged.

We probably are not being visible enough. We are not selling ourselves as leaders. Quite often the people who are teachers are fairly modest, which doesn't put them out to telling others that they are wonderful. We probably need to do more of that.

Critical Issue # 4: Encouragement and Responsibility

Jane-Ann's present interest in professional development and leadership may be traced to the early stages of her career when she was "encouraged" by colleagues to become active in their local teachers' association. The personal satisfaction which she received from conducting meetings and workshops gave Jane-Ann the "feeling that she contributed something to the whole system," and the incentive to "strive for other things," like provincial executive office and school administration. Extending her practice of teaching beyond the classroom of children has also changed Jane-Ann's perception of people in schools. Rather than focusing solely on student needs, she now sees the "welfare" of teachers as being equally important. Jane-Ann describes schools as a "big pot" where "you can't just take one of them [students and teachers] out" and expect the other to remain unaffected.

While Jane-Ann views school administration as "another" opportunity to practice leadership, she also believes "there can be many leaders in schools." However, she "thinks more can be done" to develop the leadership potential of teachers. Collegial encouragement of administrators and teachers is not sufficient for developing teacher talent. "Places" must be available for teachers to regularly meet and share experiences. "Time" should be given for them to experience growth through practice and reflection:

> Teachers are really interested in growing and changing, but they don't have time to think and reflect on what they are doing. They want to be able to share things with other people. They want to be in a group where they can talk about the problems they are having and how to fix them on an ongoing basis.

Thus, providing opportunity and resources to share concerns, expertise and interests both in and outside of schools and their districts can assist teachers in taking responsibility for their professional growth and leadership in education.

Although Jane-Ann acknowledges that there are many people who could be "asked" to share their knowledge, teachers can also be disuaded from considering such activity when the practice and policy of schools and districts keep teachers in classrooms. Teachers may not consider "doing more" when the conditions prevent them from doing their best or when appropriate incentives are absent:

> Unfortunately, it seems there's a big push on not letting the teachers out of their classrooms. "Maintain the continuity of curriculum," which means they want to keep the teachers in the classroom as much as possible.

Jane-Ann contends, therefore, that teachers' professional growth and leadership development is a shared responsibility of school districts. She suggests that they play an active role in encouraging and promoting the leadership of teachers rather than relying solely on teachers' initiative:

> I think districts should have a philosophy for developing [leaders]. Then it would get down to the level of the school. There should be an overall climate to help develop leaders within the schools.
>
> It should be to the benefit of the district to find those people that have leadership skills instead of waiting for people to come and say, "I would like to be a leader in your district and this is what I can do."

Introducing Jude

Since her return to teaching ten years ago, Jude has been active in developing curriculum at a number of elementary schools in her district. She has received public recognition for her creativity with the instructional process and has enjoyed a variety of speaking engagements. Jude currently works part time as a school-based district curriculum consultant, a job that has become a full-time, year-round commitment for her.

She also teaches Division I, but indicated that she needed to "cultivate" other interests that she had ignored because of the energy and time she had devoted to special education projects.

Jude's Sketch

Basically, I've had two teaching careers. I started out when I was still a teenager and taught for twelve years, all of it in the elementary school and all of it in the same district. I have enjoyed all of my teaching, including the years that I had at home when I had only two pupils. That was great fun!

I was the assistant principal at one of the largest elementary schools at the time I resigned. Since coming back, although I've had many opportunities, I have never gone into administration in the same way. I haven't had the desire to do that because of my home responsibilities. I now manage a house with my family, and have for the last few years been involved in a [curriculum] project that has been of special interest to me. It is one that is very compatible in my own personal life.

School administration is not something that interests me anymore. There are too many duties, I guess, that don't fit into my objectives right now. It is not that I don't like innovation, because if I go back to that first stint, first set of teaching years, as I became more experienced in the classroom, I sought opportunity to do something a little bit different.

I got involved in library work as part-time librarian, and then applied for and became the district's first full-time school librarian. That was a really neat experience. It was a brand new school, so it was the case of setting things up, organizing library instruction classes, assisting teachers in various areas, and setting up bulletin boards and displays with students. I was responsible for setting up picture and pamphlet files, just the whole organization. It was really neat. It was my responsibility. It was real, total responsibility!

I left that after one year, not because I was unhappy with it, but because I was asked to go to another school -- another new school -- as an assistant principal, where I served in that capacity for three years. Actually, I was being pressured to apply for a district consultant position, but I really didn't want to do that. I didn't see it as something that I would thoroughly enjoy? I saw my role as one going into a school and having to assist people who were struggling with their teaching. I can't do that cold. I don't think that I am forceful enough in the way that I operate to do that. If someone on staff was needing help, I would be glad to be sort of a buddy, share and work at it that way.

I was refusing this consultancy that they were trying to get me to accept, when they came back and said, "Would you take an assistantship?" So my response was, because I had so much pressure, "Well, that's much more the style I would like." I knew that I could work within the school with the teachers who needed help, and it truly worked out that way.

For the first four months, both the principal and I were full-time administrators. I was supposed to teach seven tenths of the time, but the school turned out to be a whole lot larger than what had been anticipated, and the building was not ready so we were in different locations. So I was consulting, but it was with one group of people with whom I could build a rapport, and that was important to me. Then, for the rest of the year, and the following two years, I was three tenths administration.

That was a really innovative school too. It was at the time when open-area schools were very much the in-thing, when there were no walls -- just one big room. It was neat to coordinate a team of teachers and work within a new school with lots of enthusiasm on the part of our staff. It was really delightful, and with a super principal! I have worked with some neat ones in my day. I have worked with nine administrators.

It's been an unwritten policy of mine to never stay too dreadfully long in the same place, because I think a person can stagnate. Basically, I feel that if a person stays a long time in one place, doing the same sort of thing, you're inclined to lose the motivation, the drive that I think is so important, so essential in keeping a programme vital for children.

Critical Issue #5: Assistance and Advancement

Conversations with Jude consistently featured anecdotes of sharing activities that have helped her to advance and succeed. The role of assistance which Jude has played in the lives of colleagues and students throughout her career is reflected in the "titles" of her various positions. Her leadership activity as school-based assistant principal, curriculum coordinator/ consultant, librarian and teacher have enabled Jude to grow and "flourish," and thus avoid the professional "stagnation" that isolated and unrecognized effort can produce.

Jude has worked "within" several different environments that encourage growth and support initiatives, and she readily admits to "appreciating" the recognition that she has received from different public spheres. Although her sharing of personal expertise and resources may appear to be self-serving, Jude extends her school-based work to include the total picture of education. It is effort that has potential for global reach. She believes when others experience growth and receive acknowledgement for what they do, everyone benefits:

> I appreciate it [acknowledgement]. It's recognition of effort -- often effort beyond the usual. Much of what I've done that has been very time-consuming, I've done, not just for selfish reasons, not just for recognition, but to improve the situation.
>
> I have that underlying feeling that this is for the improvement of education, period! not just here at this particular school. When it is recognized at the board level, district office, then I see that as being a step in the direction of assisting other students throughout the country, and what could be more rewarding than to say that you had some impact on some real improvements?
>
> When you stop and look at the amount of commitment, of time, and resources I've spent (two tenths of my time has been assigned to in-service this year), I wouldn't have accepted that if I didn't think that it was an important aspect of seeing growth throughout.

Jude sees many leadership "opportunities" where sharing responsibility for the improvement of education can occur within a school. Committee work, curriculum coordination, extra-curricular activities, professional association representation and the designate supervision of school activity were some of her suggestions. As well, she indicated different avenues where knowledge exchanges can happen and credited the school administrator with having an important role to play in providing an atmosphere where sharing activities are encouraged:

> Well, it is an opportunity for the administrator within the school to help us flourish. You know, our administrator is very aware of what is going on in every part of the school, and is willing to say, "That's a good idea. Why don't you share it at [the] staff meeting or with the people down the hall?"
>
> The bulletin boards are opportunities for us to share all sorts of things that are happening.

> Many of those things can be very casually presented in our staffroom. You know, "Did you hear about . . .?" and it is mentioned. We try to do that for each other.

While Jude is committed to improving the "status" of children and education generally, providing "continuous support" is taxing. Although she is appreciative of the supportive environment in which she currently works, giving assistance has become a full-time responsibility. Despite the allocated time for coordinator duties, her on-site accessibility to others has stretched her "agenda" such that she is presently considering other interests, because "sometimes life can become too full." She comments further:

> I'm at a stage now, where I really feel that it's time again to begin to cultivate some other interests, and there are lots of other things that I do enjoy, and I've just let them go. You can only do it for so long, and then you run the risk of burnout.

Like the other women, then, Jude recognizes how important it is to grow and prevent stagnation. The energy and time that one may commit to helping oneself and others maintain their vitality through advancement, however, can turn such positive activity so that it becomes self-defeating.

Introduction to Categories

The commonality of experience presented by the individual participant sketches and issues above introduce the categorized threads of leader voices which follow.

Growth and opportunity are central to the women's talk. Growth is personal and professional, and is the drive that motivates them to do more. The women speak of different needs for growth, and of opportunities for development and recognition. Growth and opportunities are found in environments that provide challenge, change and choice. While steps are seen as opportunities presented and taken for development and change, leading is described in terms of advancing the growth of individuals and education. The final threads that weave the patterns of themes presented in Chapter V, then, are: motivation (needs), recognition (impact), environment (change), steps (opportunities) and leading (advancement).

Motivation (needs). "After four years of teaching and two degrees, I started looking around and asked, 'Is this it?'" While this question, posed by Bev, suggests job dissatisfaction, it also provides a clue to what influenced her to seek personal efficacy in different ways throughout her career. For Bev, motivation to grow is personal and professional. It is internally driven, ongoing and relational. Growth, to all these women, implies change and is directly connected to learning and trying something different to avoid entrapment and stagnation. They view school administration and teaching as more than a paycheque. Financial rewards have not motivated them to seek change. They are often unaware of what a responsibility allowance for a position of leadership might be.

To illustrate such disinterest, Bev talks about working with a colleague who did not share her enthusiasm and energy about teaching, and how that experience influenced her to consider administration:

> Teaching is very important to me, and I have always loved it! He was just there for the job. I started to feel that this is not the way it should be. I recognized that I can do this, but that I could do a better job, and I think that was one of those things that influenced me [to consider administration].

Growth, then, stimulates life and keeps learning and teaching vital. It is an ongoing journey that allows one to evaluate and see in retrospect. By so doing, it provides a projective and wider vision for education. Goals are not isolated or tunnelled, thereby giving one a broader outlook. Barb calls this a "world view," because, as she says," You have to really think seriously about what it is you are doing and what education means to you personally."

As personal and professional needs are cultivated and nourished, individuals and school communities develop and flourish. They advance and succeed, and they feel good about themselves and what they do. Jude comments on the satisfaction that she received when two boys, who were not strong academic students, assisted her with the library bulletin board displays:

> They were both very artistic. They enjoyed it [helping Jude]. They had a real talent in art, so it was neat to give them an opportunity to really shine. I feel good about that, when I see kids who don't normally get recognition, find a spot where they can feel good about themselves.

Bev also spoke about the satisfaction she has continued to receive from the initiatives which she has taken in organizing projects that are of benefit to students. As a result, she has been encouraged to do more.

Feeling good about what one does develops from having a positive impact on education, staff and students. Having an influence is an important need connected with growth. For these women, the desire to improve education and be remembered by students motivates them to "be the best that they can be." The following passage from Bev's story relays the need for appreciation and recognition expressed by several of the women:

> I think that when I come up with an initiative it is not only for me. My heart is in schools and in teaching and children. I don't sit home and say, "Okay, now what is going to really make me look good as a candidate for a leader [ship position]?" I want to do a good job for the kids. I want them to remember me.

Living up to one's perceived potential to be the best requires frequent evaluation and a commitment to education that takes energy and time, for which recognition is desired and often sought.

Recognition (impact). The need to have influence and reach is associated with the desire for recognition for what these women and others do in education.

Recognition feeds and nourishes self-esteem and influences the choices made and the options considered for change and growth. Until acknowledgement of one´s participation is experienced and until the contributions made and the work done by individuals are appreciatively recognized, the value of such activity may often remain undetected.

While Bev believes that it is her nature to acknowledge the activity of others, she comments that she is now "more conscious of its worth," and observes:

> If we gave ourselves more of that peer acknowledgement, more recognition of what we do, I think we would feel much better about ourselves and satisfied that we´ve done well. People would be inclined to do more. It´s natural and human. It parallels what we do for kids to make them feel better. We are just kids with grown-up suits.

Valuing what is done in education, therefore, is important to one´s self-affirmation as an individual who is respected by others. Recognition by peers and pupils, the profession and the public is important to these women. Jane-Ann agrees with Bev, and thinks that more kinds of recognition are needed, so that people will "strive to do other things" that will advance them and assist with their professional growth. The other women also support this assessment, and see a need for people to be recognized for the good things that they do so that education may be publicly visible and have a positive impact upon society. Jude questions whether the efforts of educators to improve the "status" of children generally are sufficiently acknowledged. She advocates for increasing the visibility of the positive side of education:

> I get really discouraged when I read reports about [how] our students [are] poorer readers than they were twenty years ago and that sort of thing. Something negative goes on in the schools, [and] it doesn't take long for that to hit the media. If the good things are not visible within the whole situation, that's detrimental to education. We're getting the negative, despite what teachers do.
>
> If we are to improve the standards of education, then it's done by looking at the positive side. So I think that it is really important that we be visible, and that we make our students visible.

Although they see a need for more kinds of recognition, the women do talk about the many different ways in which teachers are presently acknowledged. Recognition may be gestures or tokens of appreciation for service provided by parents, peers, pupils, the profession or the public. These may be in the form of appointment assignment, commitment in resources, educational leave, office or title. "Warm fuzzies," such a cards, certificates, comments, compliments, gifts, letters and media attention, may also be awarded. Depending on individual and context, any form of recognition may or may not be appreciated.

Recognition that is general and non-specific is valued differently from that which acknowledges something that is actually done as part of the job. Jane-Ann is critical of awards that appear to single out individuals as being superior to others, and of those that recognize teachers' commitment and effort only at the termination of lengthy service to the profession:

> Generally, teachers don't like that kind of general recognition. They have never found anything wrong with awards like the Hilroy Foundation, because it is for something that you do in particular.
> Staff recognition committees always look at giving something if you have 25 years, and I don't think that helps teachers feel good about themselves at all. They want to be recognized for what they are doing in their job.
>
> It [recognition] motivates people to go beyond what they started out in teaching. [When] they receive recognition for what they do, it provides them with motivation and further incentive to try something else and to grow professionally.

It is the absence of meaningful feedback that is presently encouraging Barb to seek a position of leadership as a curriculum coordinator. She sees that as an avenue toward "status" and recognition of her professional development as a leader in schools and teaching:

> The harder you try and the more professional that you become, you need affirmation somewhere. In teaching, a lot of the time we don't get that feedback. Right now, I'm not getting that from anyone except my children. So, I think that one of the reasons that I would pursue leadership is to meet that need within myself.

For Barb, then, the attention given by her students is insufficient, yet she is not interested in token gestures of appreciation. What she desires is public affirmation for what she is presently doing. Barb perceives one way of gaining that attention is to have a position outside the classroom, but within the "home" setting of a school, because she does not want to "run" from one end of the district to the other again.

Bev, Deb and Jude, in contrast, are happy and satisfied with the kind of recognition that they are presently receiving. They have been sufficiently encouraged by colleagues, parents and students so as to feel comfortable about extending their current activities, to initiate programmes and to test ideas that they perceive as opportunities for meeting the needs of others and themselves, as is evidenced by Bev's remark:

> I think that I have grown tremendously [this year], but I would like a little more tuning on a few areas and to test out my ideas.

Environment (change). According to these women, opportunities for growth and having recognition are found within "people-centred" environments where caring for the emotional well being and the sharing of personal knowledge is emphasized. Such a place provides an atmosphere of comfort and security so that individuals are willing to initiate change, take risks and try something different. Barb likens it to a "nest" in which building friendships and establishing relationships are encouraged, while isolation and loneliness are discouraged. It is a friendly, happy and open "home" that welcomes ideas and questions by encouraging visibility and listening to what people say and recognizing what they do. People are part of a team that pulls together to improve the instructional process so that everyone may benefit and enjoy school.

The following passage relays such qualities of a positive environment. Jude relives two critical incidents that describe how change in an environment may occur and be received:

> I was in a position once where I was trying to do a whole lot of new things, really different things, and I just really resented having all of those things that were comfortable to me pulled out from underneath. Even though I am a person who likes change, to just have the whole rug pulled out from under was not the way I wanted to go at it. It was a terrible thing to go through. Unless you want to go gradually, it is very hard to feel comfortable.
>
> [Another] example I must cite is in the area of "whole language." We have moved a long way in the approach to teaching Language Arts, but it didn't happen overnight! I was feeling no pressure within my own school to try it, but there was a colleague who was willing to try it along with me. We thought that we'd give it a try to see what would happen. Both of us were very successful in what we tried and continued to expand it in the next year, got much more into it and it sort of evolved.
>
> The first thing you did was say, "Well, let's try something a little different for a couple of weeks, or maybe six weeks or a two-month period." I used my basal reading series for part of the year, and spent part of the year doing something very different just so I could feel comfortable and feel secure that my students were going to have their needs met. Now I never touch a basal reader except to pick up a neat story that fits into a theme that I'm teaching.

Facilitating the comfort level of staff and students is also reflected in Deb's concern for recognizing the good things that students do while making staff feel comfortable about a different leadership style from what they were accustomed. She acknowledges the difficulty of accommodating change within a school, especially when the administrator is completely different from his/her predecessor. Deb has attempted to make the staff feel more at ease by seeking their assistance and input with the school budget and curriculum, but admits that some are more "flexible" than others to change. She identifies those "in the middle" as needing a lot of attention and care, because they are not convinced of the value of her vision for the school.

Thus, if Deb is unable to convince teachers of the value of change, she would willingly assist them in locating an environment which would be conducive for their professional growth. Although Deb has accomplished many of her goals since arriving at her new assignment, she acknowledges that some individuals may need to make a "big jump" to feel comfortable with the changes that have occurred and which may yet take place.

Creating environments where growth is revitalized is an activity to which many of the women refer. When the environments in which they work do not meet their needs, or those perceived necessary so that others may flourish and advance, they seek to change them. These women see challenge and choice as important aspects of nurturing growth and, as Barb comments, they "educate and disturb" their settings to avoid having stagnant goals. They ask questions, seek ideas and try different ways of doing things:

> I would like something to do that is different, challenging, and I think that one of the primary

> responsibilities of a leader is educating and re-educating the people with whom you are working. I think that disturbing is very important. You need affirmation, but you also need to be disturbed. You need to be subtly challenged so that you are evaluating what you are doing.

Respect for a caring place in which to learn and teach may direct leaders to, as Bev did, "lighten up the atmosphere," by "blending" in differences and "calming people down" when conflicting circumstances arise so that the school team continues to work toward common goals:

> I think one of my strengths is with interpersonal skills. I feel comfortable in saying that with a number of situations at our school, that I would call "stormy," that I have handled them appropriately, and that it has calmed people down. Actually, I remember scenes where the principal and I would be talking, and I would bring up an uncomfortable topic that they [the staff] didn't want to, and try to blend it in. I was there to make sure that the principal was accepting this as a concern.

Steps (opportunities). Connected with environment are the steps that one may or must take for growth and recognition to occur. The image of steps suggests direction and movement, and it is one that frequently surfaced in a variety of meaning throughout the conversations. For the participants, steps represent what is perceived as necessary to accomplish goals and to meet needs. They also stand for the choices actually made in creating environments for growth and initiating change.

Appropriate steps must be taken when teachers aspire to administration, leadership and re-entry to the profession, and when seeking full-time employment, professional growth, recognition and support. They may be either promotional or protective in nature. Barb relates the importance of taking such steps to protect one's senior position when planning a leave of absence:

> If you do leave, it's important to try and talk your administrator into trying to have somebody for that year who has less seniority in the district.

Bev recognized what steps were required of her in order to advance her career, but others found that they learned from personal experience what was effective in meeting extrinsic and intrinsic needs. Jude, for example, spoke of her "unwritten policy" to move every five or six years to avoid stagnation. Barb, on the other hand, learned from her experience as a part-time school consultant that she needs a "home," regardless of her responsibilities and roles. She does not enjoy "running from one end of the district to the other." If she is to continue growing professionally, and receive recognition for what she does in education, then she will take steps to have the association with energetic and enthusiastic people in a secure environment, by choosing to apply for a position of leadership that is characterized by such comfort. She sees the role of curriculum-coordinator at a school as the kind of "leadership route" that she wants to take for these very reasons.

On the other hand, Bev is questioning in retrospect what she perceived to be the "next obvious step" to career advancement:

> Thinking about it, I probably didn't investigate other options. I just thought administration was the natural thing to do.

Bev describes herself as "being at a crossroads" in her career, and she is testing whether the principalship is something proper for her, even though it is expected by many of her colleagues that she will apply for such a position of leadership. She attributes this dilemma to her recent studies at university:

> I've grown so much through my Master's programme. It has definitely broadened my vision of things. I look back and think, "Why did I want to get my Master's degree? Well, I wanted to get my ED ADM and become a principal." That was, to me, the obvious step to go, but now I don't feel that as much.

Bev, however, does not reject the experiences of her sabbatical. Rather, she views the time as a "period of transition in thinking," that gave her opportunity to broaden her view and allowed her to see other choices. She does not discount the value of the experiences because they have assisted her in recognizing other positions of leadership that will help fulfil her professional needs. Thus, her steps in administration and university have disturbed her environment while educating her to see the availability of many options.

Barb is also aware of alternative steps to meet her needs for doing something that is challenging and different. She is not only considering a change in roles and responsibilities, but has also given thought to changing schools, teaching junior high for the first time or returning to something that she enjoys, like adult education. Although encouraged and supported by administrators, colleagues and students at varying times throughout her career, Barb, like the other women, has taken responsibility in initiating steps that will meet her needs. She found, as did Bev, that the persistent and personal approach helped her to win a permanent full-time contract upon her return to the district following a lengthy absence to stay at home with the children. While Bev called and set up appointments with key individuals who could assist her in securing a sabbatical, Barb called the district office bi-weekly and wrote letters to all the superintendents.

Jude also believes that becoming "visible" and being recognized for one's efforts is frequently self-initiated, but it becomes a shared responsibility once others are made aware of interests. Reflecting on her experience as a first-year teacher, when there was no offered assistance or support from the other grade two teacher, and comparing with her present situation with a neighbouring colleague who is new to the staff but indicates her interest areas, Jude comments:

> It is very difficult to share something with that person who stays in their classroom, keeps very quiet and doesn't let other people know the things that interest them or the areas in which they would like to make advancement. Whereas, the teacher who I mentioned earlier [Jude's present colleague], because she has been open enough to say, "This interests me. I'm enjoying this!" you say, "Okay, here is an opportunity to take another step in that direction."

Leading (advancement). In addition to the selected career stories related in conversation with participants, the preceding categories, issues and sketches offer a distinct profile of the educational leader. It is a picture that is directly connected with growth and advancement. From participant descriptions of leadership activity, it may be concluded that leaders in schools are administrators and teachers who encourage and advance the personal and professional development of others. By listening, providing places for growth, recognizing effort and sharing resources, educational leaders help others and themselves achieve and succeed.

Leaders also nurture and promote the activity of others so that visibility is enhanced and people become publicly known for the good things that they are doing, thereby advancing the positive aspects of education. Educational leaders described by these women are caring individuals who also create atmospheres where change and challenge are welcomed as opportunities to improve the status of children and the welfare of teachers. They are concerned with establishing and building relationships where sharing expert knowledge empowers others to grow by taking risks and trying different approaches for personal development. By disturbing the educational environment, leaders educate others and advance the goals of society.

Finally, as Jane-Ann indicates below, leaders are "good" listeners who respect and trust the opinions of people with whom they work. They attempt to remove walls of isolation by actively involving others in decisions that are shared concerns and extending the work of teachers to include a holistic view of education. Their goal is to constantly learn and grow by assisting others in their development and the advancement of society. Their leadership is therefore one of reach and vision:

> When I [Jane-Ann] think of a leader, the first thing that comes to my mind is somebody that is a really good listener. When I think of some of the principals that I have had that I felt were good at their job, they really listened to everyone, and in that listening made people feel that their opinions were worth something and that they were being taken into consideration. They weren't making decisions and just telling people. They were always there to listen. A good leader probably has to get people interested and really encourage them to try, to take initiatives. They need to be encouraged rather than told to do this. Somehow, there's always resentment if you're told to do things. I think if you had a system where the emphasis is really on school-based decision making, that [feeling of no choice] probably wouldn't happen.

Summary

In this chapter, I have presented the findings of the study in participant and researcher voices. From selected career stories of women leaders, I sketched their participation in education as administrators, teachers, learners and leaders. These "fibres" spun "strands" of critical issues that included needs for affirmation and visibility, preparation and pathways, comfort and care, encouragement and responsibility, and assistance and advancement.

From the collected strands of issues, I then drew the categories of motivation (needs), recognition (impact), environment (change), steps (opportunities) and leading (advancement). Growth and advancement coloured the issues and categories that weave the "patterns" of themes which I present in Chapter V.

CHAPTER V

REFLECTIONS

While I described the study's progress in the preceding chapters, the "reflections" in this chapter are my personal response to the process that has now become a part of my life. I drew the chapter from journal and memory notes and my ability to analyze, synthesize and, therefore, interpret the many voices heard throughout the study. This chapter is my attempt at making sense of the intricately woven threads of experience that have informed the practice and thought of others. By disclosing significant aspects of my research experience, I also give voice to myself and the women leader participants, thereby fulfilling my purpose for the study.

I begin the reflections by retracing my steps to the threshold of my research activity. By introducing myself as novice researcher, I provide the setting from which the study emerged, while simultaneously maintaining the continuity of reporting format presented in Chapter IV. My commentary continues in a progressive discussion on identifying the problem, significance of the study, reviewing the literature, methodology, interviewing, data analysis, ethical considerations, naming the participants, findings, on naming the study and emerging issues. I conclude the chapter with a summary of the study.

Introducing Sharon

I acknowledged in the study's proposal the active participatory nature of the researcher role in conducting qualitative research. It was then my contention, as it is now, that the inclusion of the researcher's selected career history in the study would serve as a bridge between the past and present realities that shaped the research. By recognizing my place in the process and bringing that presence forward, I join my voice with those of the participants so that a fuller meaning of the study may be available to the reader. At the time of self-interview, I had only begun to cross multiple boundaries that would eventually direct me to question everything about my own participation in education as student, teacher and leader. As with the participants' sketches, my sketch also reflects the common career directions and feelings expressed by the women in the study.

Sharon's Sketch

Prior to my return to full-time university life, I had taught for 15 consecutive years in an Eastern Canadian public school system. Ten years involved a classroom assignment at the elementary school where I first began my teaching career. The remaining five years were with the same board and included district resource work in which I was responsible for behavioural management (three years) and enrichment/gifted (two years) programmes.

Throughout my professional life, I have been active and have held office in numerous organizations and, until my enrolment in graduate school, had consistently attended school, district, provincial, regional, national and international conferences, had presented in-services and workshops, as well as having taken, on average, one university or retraining course (some audit, some credit) yearly.

I have also been and continue to be a mentor, and have received varying degrees and types of recognition and support for my work in education. Family, friends, colleagues and advocates have also encouraged me throughout my career. Recently, I have awakened to my conscious search for a personal/professional identity and acceptance of my gender and, thus, of myself.

I had for more than ten years periodically contemplated a return to academic life. During that time, my field of intended study had shifted from physical education to special education and then to educational administration. Although I had always been a teacher, it was my perception that a fuller understanding of the organization of education and public schools in particular could be gained by linking my practice with the theory and research of administration. In other words, I wanted to find out how school administration should occur. Moreover, I knew that if and when the decision to move into the principalship was made, my chance of securing a position would be enhanced considerably with an M.Ed. in Administration. I therefore saw my graduate work as doors of opportunity for the change, challenge and choice that appeared to be diminishing in my work. I have not been disappointed!

The cultural, geographical and social boundaries which I have bridged in a year and a half have given me a better understanding of Canadian education in schools and universities. As well, my expanded view of life in general has provided me with a fuller appreciation for life-long learning and the many implications for students of all ages and cultures. Finally, the identity which I have sought is slowing emerging. The integration of course work, practice and research, although demanding and sometimes discouraging, has allowed my feminist spirit to surface through the layers of meaning and experience.

On Problem Selection

Selecting an area of interest was not difficult. Narrowing the field to a specific problem proved more demanding. Fortunately, a research methods course (1988) had previously alerted me to the developmental characteristics of such activity. I knew that the research lens was beginning to focus when my experience as a leader in schools connected with knowledge of women's disproportionate under-representation in school administration.

While it was natural for me to look at educational leadership from a female perspective, since I am a woman who has purposively chosen not to exercise my leadership skills in the principalship role, I was not prepared for the soul-searching identity crisis which was to engulf me for most of the study. The recent awakening to gender issues in education, that I attribute to my colleague Linda and feminist friend Jude, as well as two provincial education Women in Leadership seminars in 1985 and 1986, was only the beginning of a journey into that self that continues still.

My idea that women were an invisible majority of leaders in schools, however, surfaced when analyzing the evolution of our district's resource teacher model for a course on organization of school districts. It was my perception that the resource teachers, the majority of whom were women -- whose careers in teaching were interrupted for a variety of reasons -- had moved in 15 years from marginal positions of disconnected authority to more respected leadership positions as school-based curriculum coordinators of remedial, behavioural and/or enrichment programmes. They continued to be called resource teachers and to be paid as classroom teachers, yet they were exercising leadership that echoed that of assistant/vice and principals. It was this dichotomy that directed me to consider the work of classroom teachers and administrators and their leadership within schools, as well as the manner in which their activity was recognized and rewarded.

On Problem Significance

Since conducting the fieldwork and analysis of the data, aspects of the study's significance have been confirmed by the participants and myself. Several of the women commented on the opportunity the interviews afforded them to share their career experiences with someone who was "really" interested and "understanding." One woman remarked in a follow-up telephone call how I had influenced her to enrol in educational administration. Another spoke of how "great" it was to talk to someone with similar educational/career background, aspirations and concerns. Confirmation and validation of personal experience was a frequent activity of mine as well. In the transcripts, I would often record a "memory," sparked by a participant's comment or description. I then used such selected rememberings to further question the meaning of what was being said by that individual and the other women.

Areas for future research were also identified by some of the women. These suggestions were either explicitly or implicitly stated and they emphasized both comparative and longitudinal studies of gender talk of leadership by teachers and administrators in elementary, junior and senior high schools. As well, my observation that all participants, including the researcher, share university experience caused me to consider on numerous occasions how that has had an impact on our respective career directions and professional lives. How would non-degree women in schools talk about leadership and what would be their career paths?

Another idea for exploration was presented by some of the women upon reading their final sketch and issue. They thought that it would be interesting to conduct interviews again to see what differences and similarities would emerge between the two studies. Receiving feedback such as this confirmed my earlier assumption that women leaders talking about their experiences in education would provide useful insights into the world of women for themselves and others.

On Reviewing the Literature

Reviewing the literature was a never-ending story of reading and rereading. I often felt like a stranger in a familiar land. While the articles were engaging and personally relevant, I was ill-prepared to contain such a mammoth task, having limited experience with reading and writing critically. There was personal meaning in everything and, within a year, my file folder had expanded to completely fill a cabinet drawer!

The relational aspects of all that I read on women and career, administration, leadership, learning and scholarship was overwhelming, and I agonized over my inability to find a voice among all the others who had spoken so succinctly. It also appeared that every course revealed yet another layer of meaning to examine. By summer, my pace was slowing.

Several courses and assignments helped me sort through some of the issues which I was encountering as student researcher. These included reviewing five articles (Biklen, 1986; Nixon, 1985; Porat, 1985; Schlesinger, 1988; Woo, 1985) and dissertations (Nixon, 1975; Moylan, 1988; Thorpe, 1989; Valentine, 1988; Young, 1989) by women. As well, an article on how to review the literature, provided by my professor in Adult Education, was very helpful. Journaling experiences in two courses also gave me a place to attach written meaning to some of what I had read and seen. I also had a "home" for my research in the Women in Adult Education and Educational Administration courses. Knowing now what I didn't then, I would approach the same task as a series of assignments rather than as one mass undertaking.

On Methodology

Since I was attempting to gain understanding of leadership in schools by making sense of women's experiences as leaders in education, qualitative research was appropriate methodology. Upon reflection, I was also attracted to the method of naturalistic inquiry by the areas of comfort it offered me as beginning researcher. Quantitative study, with numbers and equations, charts and graphs, was intimidating territory, a carry-over from unsuccessful days with public school maths and sciences. The data collection strategies of qualitative work were appealing. I enjoy listening to what people say and how they talk. I am a collector by nature and practice, and writing has usually been a personally challenging and rewarding experience. As well, my personal culture, experience and practice as student, teacher and leader in schools reflects an interest and concern with contextual/historical, holistic/integrated events, and thus I felt better prepared to engage in this type of research. Success was within reach.

On Interviewing

A comfortable rapport was established early in each interview between myself and the participant. This was made possible by the attention I gave to alleviating participant concerns during the phone call of invitation, as well as by having the women suggest the location and time that was most convenient for them. The familiarity and warmth offered by home and school sites also helped me as outsider to feel welcomed and unimposing. Phone calls to participants also provided the opportunity for me to learn more about their individual contexts, and thus be sensitive to some of the competing urgencies in their lives. Knowing in advance of the interview that someone had been ill or consumed by family or committee pressures helped me to prepare for the conversations. By sharing such personal exchanges, a friendly collegial atmosphere was already in place.

On Data Analysis

The interviewing experiences were invigorating and positive, transcribing and initial analysis tedious but exciting. I always felt refreshed after talking with the women and hearing their stories on tape. Nevertheless, maintaining the momentum was difficult. Balancing the personal/professional life of student/teacher while attempting to create and maintain circles of colleagues and friends both in and outside the university, preserving links with my district from a distance while establishing new ones in Edmonton, and writing, always writing, seeking recognition and support -- both emotional and financial, began to weigh in on me. It was late summer. A year had passed, and I was not finished.

The pressure continued to build, despite an extension and reduced course load. Supervising six student teachers in three different locations added to the juggling act. I realized that I was back in the same familiar setting of running from place to place and questioning my effectiveness as consultant and student. In November, I hit "writer's wall" -- a frustrating and humbling experience that gave me a fuller appreciation of the working realities of adult learners and university faculty. Still struggling with the massive amount of data and wondering how to report it in an interesting, integrated and informative manner, I listened to my inner voice and went East for Christmas, my first emotional break from work in nearly five years. I returned in early January and resumed analysis and reporting within the week. By then, I had connected my understanding of the analytic process with the picture that was being told by the women's voices. Until I had something familiar with which to attach personal meaning to my participation in this study, I had floundered. The metaphor of tapestry, with its strands, threads and patterns, not only presented the visual connections for the issues, categories and themes that emerged from the women's talk, but also provided me with the fibres necessary to weave a picture of the study in its entirety. A month later, I had finally found my voice, not only for the literature review, but for the entire study.

My inability to maintain a journal of reflections as intended also compounded my feelings of inadequacy. At times, I wished that some way existed to tape-record what I wrote in my mind as I drove to schools and walked to class. I found myself making decisions in my sleep. To improve the situation in future endeavours, I would shy away from coursework that involved extensive journaling and maintain a scheduled time to record research notes/ reflections. These would be organized into sections that specifically dealt with the various stages of a study. As it was, I found that my record of correspondence and files assisted me in reporting these reflections. For future work, I would also investigate the use of a computerized data analysis programme.

On Ethical Considerations

Ensuring anonymity and maintaining confidentiality were critical issues for me throughout the study. My concern with possible participant disclosures was heightened during the reporting of the findings when I made the decision to have the individual women's voices so strongly present in the sketches and categories. In order to protect their identity, I substituted terminology that might identify their jurisdictions with more common language. I also purposively avoided the use of proper nouns, except for the women's pseudonyms. Some anecdotes

I chose to exclude or retell in my voice, because of their revealing nature.

To my knowledge, the identity of the participants is a secret, except if the women, either by accident or choice, disclosed their participation to others. All correspondence was either hand-delivered or mailed in sealed special envelopes. Phone calls were held in private settings for the most part, and when that was not possible, I stuck to generalities and arranged for a more convenient time to talk. I avoided calling the women at work and was present in a school only when it would appear natural for me to be there by study outsiders.

I also number-coded tapes and transcripts before pseudonyms were found. Interview dates and sites were kept confidential, as was any correspondence. When discussing my early analysis with committee members, colleagues and other participants, I used common nouns such as "one woman said" or "a teacher said" when referring to the women.

The feedback which I received on this concern was very positive. I tended to be more sensitive to issues of disclosure than the participants. One woman and I did share similar concerns for anonymity and confidence. We both had participated in different studies in which absence of feedback from the researcher left us wondering what we said and how, if at all, it would be used. Providing the women in my study with several opportunities in which to become more active partners in the research helped to maintain and develop our collegial friendly relationship of giving assistance to one another. The number of suggested revisions, all of which I welcomed, and the women's comments about being comfortable with their voices in print made me more at ease with my reporting style and interpretations, thereby melting shadows of doubt that had been subtly haunting me.

On Naming the Participants

"Hello?"
"Hi, Sharon. It's 'Barb'!"

The participants were named for significant women in my life. Barb, Bev, Deb, Jane-Ann and Jude represent the personal/professional spheres of family, friend, colleague, mentor and student past and present. Teachers all, like their pseudo-doubles, each has exercised leadership in different contexts throughout her career.

Although tapes and transcripts were number-coded to ensure confidentiality, a pseudonym was given to each woman when I began writing their individual story. Blanks and numbers seemed cold and impersonal, so I included the participants' doubles when confirming the sketches and discussion of critical issues with the women. "Barb" chose to use her pseudonym when addressing me on the phone.

On the Findings of the Study

Throughout the transcribing of tapes and analysis of data, I continually asked, "What are these women saying about educational leadership in schools?" Since it was my intention that hidden women leaders in schools would be brought forward by studying leadership from women leader perspectives, I was constantly alert to the manner in which the five women told their career stories. In an effort to maintain balance of format and connectedness of thought, I therefore purposively sought to identify phrases and vocabulary within the transcripts which would reflect the women's overall understanding of educational leadership in schools. Thus the five themes that emerged from the strands of issues and threads of categories were patterns of participant voices that drew their picture of leadership in schools.

"Having a Name," "Breaking through Walls," "Leading from the Heart," "Broadening the Vision" and "The Best at What We Do" represent the patterns of these women leaders' voices that inform their practice and vision as school administrators and teachers. The themes not only provide some answers to why there are so few women leaders in schools, but also present implications for the structuring of school organization, teacher/administrator training institutions, and the professional development of public school educators. The discussion that follows is a blending of literature, participant and researcher voices.

"Having a Name". Having a name represents a need for recognition of what is done in education and the impact that professional and public affirmation for work has on career direction. When meaningful feedback is received, there is inspiration to do more, to take initiative for professional growth of self and that of others. Seeking alternatives for worker efficacy, in contrast, may occur when recognition is absent.

Steps are required to become visible so that recognition is available. Unless self-promotion occurs, acknowledgement of what is done and needed may not be forthcoming. Discouragement, stagnation and departure from teaching may result. Taking steps toward visibility, however, requires energy and time which may be perceived as unavailable or detracting from current responsibilities. Achieving a name also requires a commitment to self-promotion, which may be an unnatural or uncomfortable activity for women. Thus, conflict between personal and professional needs may occur. "Women do more and talk less of what they do."

One story told by a woman leader illustrates how absence of self-promotion and visibility can direct careers: Two teachers -- one a man, one a woman -- were team-teaching in an "innovative" open-area classroom. She was the "worker" and he was the "promoter" of the programme. He is now a district administrator, while she has left teaching to pursue another career. The anecdote also serves as a description of men's and women's work in schools, and the manner in which effort may be valued and rewarded. Thus, doing more and talking less may inhibit visibility and advancement of women (Collinson, 1989) and of the profession.

"Breaking through Walls". Being visible in education is a means of breaking through walls of isolation and silence that impede growth and inhibit development of positive self-esteem. Opening doors of classrooms, offices and schools by telling others of one's interests and by sharing ideas not only assists the giver, but also the receiver, in considering the different ways of developing resources and solving problems. Thus, remaining silent and refusing responsibility for staff development impedes advancement and self-growth and, ultimately, that of colleagues and students.

Administration (Erickson, 1985) and teaching may be seen as lonely places of work. Crossing social boundaries combats alienation and isolation. When administrators and teachers share their working worlds, appreciation and concern for the work of others is enhanced (Schlesinger, 1988). When teaching and administrative tasks are shared, monetary rewards often differ, giving the impression that the work of one is more highly valued than that of the other (Gaskell, McLaren & Novogrodsky, 1989). Frustration and job dissatisfaction can develop when there is an absence of encouraging, supportive relationships. Therefore, places and time for leading and sharing are required so that the crossing back and forth is a positive experience. As well, learning on the job was evident, but perceptions of non-comfort with the world of administration may deter teachers from aspiring, applying or accepting a "position of leadership." It follows, then, that when school administration is viewed as an area directly connected and having influence with the instructional process and teaching students, women may be more inclined to actively consider administration.

"Leading from the Heart". Values that inform women's practice of leading in schools as administrators and teachers reflect a people-centred "ethic of care" (Noddings, 1988). Assisting others to develop through encouragement furthers personal advancement and increases feelings of self-worth. Creating a "home" environment of comfort with change provides opportunity for risk-taking and trying alternatives. There is a desire for success of self and others, while establishing and developing meaningful relationships is important for efficacy and growth (Thorpe, 1989; Valentine, 1988).

Effort that is criticized or goes unnoticed, however, may direct leaders to try harder or to look elsewhere for affirmation. Criticism may, therefore, be seen as "failure" in the job, or it may be perceived as challenge and thus an opportunity for growth. As well, concern for the emotional well being of others may tax energy and emotion so that caring for and trying to provide for needs of others becomes a self-defeating activity.

"Broadening the Vision". Including teachers in the leadership of schools recognizes the practice of leading by different people in different contexts (Blackmore, 1989). Broadening the vision to include leadership outside formal roles allows others to take charge of personal growth while actively sharing in the responsibility for improving education.

Career direction is not bound by prestige or status of a "position" but, rather, by having influence on the direction of education which benefits colleagues and students. Quality of life for students is connected to staff welfare. Being happy and successful in the job consequently has impact upon the school community. Choosing to move along alternative pathways (Grant, 1989) is viewed, therefore, as chance to grow and advance the cause of education.

"The Best at What We Do". Teaching and administration are more than jobs. They are a way of life that provides opportunity for connected growth. Time is valued more highly than financial allowance. Women leaders may spend more money than they gain by paying out for domestic assistance at home because they are too busy at school to do the work themselves, or they may spend money out of their own pocket to provide meaningful learning experiences for students.

To be the best requires an environment that encourages individuals to succeed through growth. Opportunities and places for growth need to be provided so that over-extension and stagnation are prevented. The recognition received for commitment and effort in the present is as important as being remembered for past accomplishment.

Conclusion. The voices of these five women weave a picture of leadership in schools that echoes current critical views of educational leadership. As well, their leadership experience challenges the "deficit" model (Grant, 1989) that often defines women's career experience. These women demonstrate commitment, initiative, motivation and preparation to lead, and they express confidence in their ability to teach and lead. Perceptions of ill-preparedness may be attributed to a discomfort with the nature of administrative work which may be perceived as alienated from that which they do best -- teach.

These women leaders shift the typical image of "advancement" to steps that lead to "success" and "rewards" that mirror the individual/subjective career model proposed by McLaughlin and Yee (1988). Since they are motivated by intrinsic desire for professional growth

(Brown & Burt, 1990) while simultaneously having positive influence on the lives of others, quality or job performance supersedes need for monetary recognition, prestige and power (Woo, 1985). However, the women in this study indicated a need for public/professional affirmation.

Both administration and teaching offer opportunity to effect positive change for students. Discrepant views of one having greater influence, though, may depend on the recognition received for work in teaching.

The "communitarian" and "humanitarian" nature of these women's work provide a broader view of leadership possibilities in schools. By sharing power of knowledge with others, they demonstrate the multi-dimensional and multi-directional nature of leading (Blackmore, 1989). Hence, women's varied leadership experience is a strength (Porat, 1989) that they bring to the administrative role, with possibilities for both administration and teaching worlds. As more women cross into and span the boundaries of school administration, the separateness and exclusivity of teacher/administrator activity may be changed, so that the value and recognition of people's work in education and schools will reflect the democratic ideals of society. Through the blending of differences, teachers will be leaders and administrators will be teachers.

On Naming the Study

I wanted the name to reflect the holistic nature of the study, and initiated a "titles" list during the transcribing of the second participant's taped interviews. Throughout the remainder of the study, I made numerous additions that consistently included "vision" and "voices" of women leaders in education. Since I had purposively broadened my research lens on leadership to include the perceptions of administrators and non-administrators as study participants, it was only natural that the title also portray this concept. Several participants actually referred to "vision" in their titles about school leadership, and one woman spoke specifically of "broadening" her vision of leadership.

"Tapestry," in contrast, represents the developmental stages of the research and offers the metaphorical connection for the study's conceptualization, implementation, findings and presentation with the women's voices of experience. The difficulty which I encountered when attempting to distinguish the surfacing issues, categories and themes for my reporting of findings originally brought to mind a "mosaic" of interconnected shapes. This image, however, connoted coldness and hardness, fixed within a set design -- a picture unrelated to the warmth and fluidity woven by the strands and threads of participant voices.

The tapestry of participant/researcher perceptions was revealed to me during the final stages of reporting when re-reading Jude's passage about design (Chapter IV, p. 89). I, too, have felt and seen the "rug" of familiarity being pulled out from under me and others. Although the women in this study had talked about the need for challenge and change to stimulate professional development, they also emphasized the importance of a "home" environment of security and support in order for such growth to occur.

Jude also remarked about her inability to effectively assist others by going into a school "cold" (Chapter IV, p. 77). This was a sentiment that echoed for me, not only within my practice as classroom/resource teacher, but also within my world as graduate student and novice researcher. Despite the many buildings and rooms in which I worked, I always made a deliberate effort to create a place to hang my "hats" and become a valued participant in that particular community. The same was true of the schools where I supervised student teachers throughout my graduate studies, as well as the seminar classes which I attended as student. "Parachuting" into environments is a style that is neither appealing nor effective for me. Establishing, developing and maintaining multiple "homes" (like relationships), though, is challenging activity that requires a personal investment of energy and time. Loss of enthusiasm, commitment and efficacy may therefore occur when any one or all of the resources for success are absent.

Tapestry therefore illustrates the caring environment that was an important dimension of the women's talk as educational leaders and my experiences as student researcher in this study. It is a "rug" of emotional and physical comfort. As a floor covering, the tapestry rug provides the "footing" -- the security and support -- perceived as necessary for effective change, meaningful growth and advancement of self and others. Through the interaction of colour, texture and subject, the tapestry image also furnishes the physical and psychological environments with the familiarity, security and warmth of "home" that these women voiced as being necessary for the individual and collective success of school staffs and students.

The varied uses of tapestry offer for the study yet another analogy, which is associated with Blackmore's (1989) description of the multi-dimensional and multi-directional nature of leadership. Throughout their history, tapestry rugs have served different people in different ways -- as covers and decoration not only for floors, but also for doors, furniture, walls and windows.

In conclusion, "tapestry" weaves a picture that portrays the interconnective dimensions of the study. It is the "fabric" of presentation, the "technique" of development and the "subject" of patterns, and it includes the explicit and implicit meanings of women's perceptions as administrators, teachers, leaders and learners.

On Emerging Issues

From my conversations with the women leaders in this study, a number of issues have emerged which have implications for the preparation and training, as well as the career advancement and development, of men and women as school teachers and administrators. The questions which I considered in the discussion that follows are related to the personal/professional needs identified by these women for on-going "growth" in caring and nurturing "environments" that encourage "change" through assistance and sharing expertise, while simultaneously supporting effort with meaningful "recognition" that "advances" self and others. The needs are intricately connected with the valuation and rewarding of work and the societal expectations and perceptions of men's and women's place in the present organization of schools.

While the women in this study offered specific suggestions for future research activity, mentioned earlier in this chapter, their voices also subtly indicated the complexity of women's disproportionate under-representation in school administration. Their talk depicted how work in education may be undervalued and under-rewarded. When women specifically do not promote themselves or when they do more for less recognition, their participation perpetuates the myths that there are few women leaders in schools and that teachers are invisible as educational leaders.

There is need, then, to socialize teachers, women in particular, to recognize the value of "having a name." Aspiring and practising teachers should view promotional activity of self and others as a natural dimension of their responsibilities that enhances rather than detracts from their daily practice. Novice teachers and administrators should be guided and mentored so as to avoid the isolation, loneliness and alienation that crossing boundaries may bring. Rather than waiting for public acknowledgement, teachers and the profession also need to take the initiative in advancing a positive image of the good work that is done by teachers. To assist in changing perceptions, the public relations, professional promotions side of teaching and administering should be topics for discussion in seminars, staff meetings, training programs and workshops.

Although gaining visibility through "voicing" one's concerns and interests is a necessary step toward improvement of self and others, it is also important to consider the obvious and subtle meanings that may be associated with having a name as an ambitious, creative and/or enthusiastic teacher and its relationship with individual career direction. On the surface, one may be recognized for innovative work as teacher and rewarded with opportunity to advance self and others with a "position of responsibility." When commitment of resources is absent, though, a different message is transmitted which may deter others from aspiring to advance and grow. As well, the "rewarded" individual is placed in a "no-win" situation that, for many women, may prevent them from securing "positions of leadership." Award systems and recognition practices, therefore, should be continually monitored so that individuals are encouraged "to be the best at what they do" throughout their careers.

As well, if personal/professional advancement is a self-initiated yet shared responsibility, as the women in this study indicated, teachers require places and time in which to develop and practise skills so that professional growth is perceived not as a burden but, rather, as an opportunity to enrich current practice. Formal and informal chances should be provided for collegial interaction that encourages initiative for growth of self and others. Opportunity for sharing expertise should be part of, rather than separate from, the work of teachers and administrators. Professional development committees need to be sensitive, therefore, to the energy, finances and time available when planning in-services and workshops, such that teachers and administrators will not only have the desire but also the opportunity to attend and participate.

Improving the personal, professional and public image of education can also be achieved with a sensitivity to the language of curriculum, policy and practice as it relates to the work of school teachers and administrators. "Positions of leadership" and "responsibility" is terminology that suggests and promotes the notion that teaching is inferior work to that of administering. Since leadership and responsibility are dimensions within both worlds, teachers and administrators should have opportunities to meet and discuss their shared goals for education. Crossing back and forth between the "classroom" and the "office" has potential for reconceptualizing the working worlds of teachers and administrators, men and women. Mentoring, shadowing and sharing responsibilities are activities that may assist women teachers in seeing how their constant "learning on the job" in classrooms provides them with skills transferable to the office such that they may be more inclined to aspire to and apply for administrative positions. When administrators and teachers "share" office and classroom responsibilities, however, the valuation of such work and the means by which it is rewarded are other issues for consideration.

The relational association of time, energy and change was particularly significant to the women in this study. It takes time to disturb and evaluate, to raise consciousness and sensitivity, and to question, synthesize and understand meaning. Energy is required to build relationships of trust, create atmospheres of respect, see opportunities for advancement and to sustain a career. Places for the development of leaders in schools, districts and professional organizations, therefore, must be provided that enhance rather than detract from the work of teachers and administrators.

To summarize, this study is about change. It not only broadens the picture of school leadership, but also offers a vision for the advancement of the profession of school teaching and administration, of women and society.

Summary

Attention to women's leadership in education has typically focused on their disproportionate under-representation in school administration. In this study, I broadened the research lens by listening to the voices of women leader experiences in schools. From the selected career stories of five women leaders in Canadian elementary public schools, visions of leadership outside formal roles emerged that have both practical and theoretical significance for the administration and structuring of schools.

I selected study participants from a pool of informally nominated women educators with school teaching experience and demonstrated leadership. Initial interviews were followed by conversations, meetings and correspondence to clarify and confirm, elaborate and extend the interpretation of their talk.

Data analysis was an ongoing personal activity throughout the study. I coded the transcripts of tape-recorded interviews, as well as participant summaries, stories and sketches, and ensured data trustworthiness with member checks, peer review and triangulation.

Critical issues that surfaced from the career sketches that I reported in participant voices revealed needs for visibility, preparation, comfort, encouragement and assistance. The fibres and strands of leader experience presented by participant sketches and issues served to introduce the common threads of women leader voices that included categories of motivation (needs), recognition (impact), environment (change), steps (opportunities) and leading (advancement). Desire for personal/professional growth and opportunity to advance self and others highlighted the issues and categories.

My reflections on the study's evolution echoed participant voices of affiliation, care, comfort and connectedness. A blending of literature, participant and researcher voices was heard in the themes that surfaced from women leader voices of experience. "Having a Name," "Breaking through Walls," "Leading from the Heart," "Broadening the Vision" and "The Best at What We Do" provided patterns of connected experience that illustrated need for professional/public affirmation, self-promotion, sharing power, professional growth and efficacy. I concluded that these women's varied leadership experience and natural strengths as caregiver may influence the structuring of school organization in the future such that the now-separate worlds of administration and teaching will be blended in a democratic community of educational leaders.

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APPENDIX A

INTERVIEW SCHEDULE I

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1. You have been identified as a leader in education. How do you perceive yourself as a leader?
2. How would you describe your present stage of career development?
3. What contributions do women leaders in education make? How can women be leaders? Is the perception of women as leaders in education changing?
4. How available are the leadership roles in education for women? Where are they? How are they made accessible?
5. How do women in education view the concept of leadership? Does this interpretation differ from men's understanding of it?

APPENDIX B

INTERVIEW SCHEDULE II

APPENDIX B

INTERVIEW SCHEDULE II

1. What is your history in education? What role(s) do/have you play(ed), and to what positions have you applied and/or accepted?
2. You have been identified as a leader in education. How do you think of yourself as a leader? How do you think others see you in this role?
3. Who do you consider to be leaders in your school? In your district? In your province? In education generally? What qualifies them for your nomination?
4. How are women perceived as leaders in education? Where can they be leaders? What contributions do women as leaders in education make?
5. How available are the leadership "roles" in education for women?
6. How do you think women educators interpret the concept of "leadership" in education? How do you think men understand it?

APPENDIX C

LETTER OF ACKNOWLEDGEMENT AND CONFIRMATION

7-104 Education North
Department of Educational Administration
University of Alberta
Edmonton, Alberta
T6G 2G5

Dear ______________,

Thank you for accepting the invitation to participate in my study on Women in Education and Leadership. As you are aware, the information gathered in the next few months will be used to complete my thesis requirements for a Master's degree in Educational Administration at the University of Alberta.

I am also taking this opportunity to briefly restate the conditions of which we hastily spoke several weeks ago. Firstly, your participation is voluntary. If at any time you wish to withdraw from the study, or any part of it, you may do so without fear of negative repercussions. Secondly, all of your remarks will be kept confidential by the use of pseudonyms in any reporting (verbal or written), so that neither you nor your colleagues or school will be identified. Furthermore, all tape recordings will be heard only by myself, and destroyed upon completion of the study.

The interview scheduled for __________________ at _________ may require a second follow-up session, so that clarification and confirmation of my interpretations may be made. To assist with this, a copy of my questions and/or the transcript will be provided prior to our meeting.

Inquiries may be addressed to me at ______________________, or I may be reached at home, phone number:

Thank you again for accepting this invitation, and for offering your home as an interview site. I look forward to hearing your ideas on women and leadership in education.

Sincerely,

M. Sharon McIntyre
Master's Student
Faculty of Graduate Studies and Research

25/03/90

APPENDIX D

SUMMARY OF CATEGORIES AND THEMES FOR PARTICIPANTS

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SUMMARY OF CATEGORIES AND THEMES FOR PARTICIPANTS

Although many common strands ran through the collected conversations of all participants, my discussion of the study's findings is initiated by focusing on one "critical issue" that appeared to surface within each story. While I have purposively drawn a different strand from each sketch, together the issues lead into an integrated discussion of the categories that emerged throughout the interviews.

Growth and opportunity are clearly central to every woman's talk. The former is both personal and professional, and is the drive that motivates each woman to do more in education. Different needs and opportunities for growth, development and recognition were also identified. Growth experience and opportunities were found in environments that provided challenge, change and choice, while steps were seen as opportunities presented and taken for change and development. The final categories, therefore, that I identified include: motivation (needs), recognition (impact), environment (change), steps (opportunities) and leading (advancement).

While the discussion of issues and categories is punctuated with anecdotes and quotations attributed to participant pseudonyms, the themes presented in the final chapter of reflections are a blending of women's voices (including mine) and the literature that supports the study's findings. The choice to not identify individual disclosures in this section of the report has, I believe, allowed the connectedness of all the talks to emerge, thereby bringing the study to its conclusion. Since I have purposively attempted throughout the reporting to convey the message of conversations in the participants' voices whenever appropriate and possible, you may recognize theme titles as your particular expression.

The five themes reflect the values, visions and voices that inform the study's women leaders' practice as teachers and administrators. They not only provide some answers to Shakeshaft's (1987) question, "Why are there so few women leaders in schools" (p. 6), but also present implications for the structuring of schools, teacher/ administrator training institutions and the professional development of public school educators.

"Having a Name" describes the need for recognition of what the women in this study do in education and the impact that professional and public affirmation for their work has upon their career direction. Steps must be taken to become visible, and for growth and advancement, while conflicts frequently develop between personal and professional needs and values. "Breaking through Walls" relates incidents of isolation and silence imposed by self and society. The idea of self-promotion generates feelings of discomfort, while opportunities for growth and the need to be prepared create dilemmas as well.

"Leading from the Heart" illustrates the values that inform the women's practice of leading as teachers and administrators. Anecdotes reflect an ethic of care which is people-centred, and focused on the establishment and development of meaningful relationships, in addition to sharing power and a concern for the emotional well being of others. "Broadening the Vision" constructs pictures of leading in different contexts by different people. The sketches demonstrate how and why you lead in classrooms and schools, and the reach your connected vision of education has on the personal, professional and public lives of others.

Finally, in "The Best at What We Do," the visions you have for yourselves and others, for education and society are depicted. Your goals and working worlds show teaching, leading and learning as connected and equally valued activities that transform the traditional notions of levels of leadership, power and success.